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ABSTRACT

Providing historical data up to 1992-1994 on the nine colleges in the Los Angeles community college District (LACCD), this statistical digest presents tables and graphs on student characteristics, enrollment trends, instructional programs, student performance and articulation, special services, and fiscal and personnel resources. Highlighted district findings include the following: (1) enrollment dropped 11% since the fall 1993 removal of the $13 per-unit cap and the imposition of a $50 per-unit fee for students holding bachelor's degrees; (2) since 1975, the percentage of Asian students in the student body has increased more rapidly than in the community, while Hispanic enrollment has increased more slowly than in the community; (3) the headcount proportion of traditional college-age students has declined over the past 15 years; (4) weekly student contact hours (WSCH) rose notably from fall 1992 for English, psychology, and chemistry, while WSCH declined for physics and English as a Second Language; (5) at the end of four years, 8% of the 1989 cohort had graduated and another 13% were still enrolled in an LACCD college; (6) among ethnic groups, Hispanics were less persistent than Whites in the first year but improved in succeeding years, while Asians were the most successful and Blacks the least successful groups; (7) with respect to transferring students, LACCD colleges have been less successful than other California community colleges; and (8) the total number of awards granted in 1992-93 was the highest since the mid-1980s at 6,032. Includes a district map and a glossary of terms. (KP)

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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1992-1994

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Educational Services Division
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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1992-94

August 1994

Prepared by Staff of the
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PREFACE

The purpose of the *Annual Information Digest, 1992-94* is to aid in evaluating the past two academic years by collecting, summarizing and consolidating college and districtwide information. The data are displayed in tabular and chart form for easy reference. This year's edition updates last year's 1991-93 *Digest*, as well as the Technical Information Volumes of the *College Annual Reports*, published in previous years through 1986-87. It includes data from the past two years in most areas; however, the final fiscal reports from 1993-94 were not yet available at the time of publication, and will be included in next year's *Digest*.

In addition to providing background data for administrative decision making at both college and District levels, the Digest is intended to support such campus based functions as the preparation of grant proposals, institutional and program accreditation, budget preparation, program development and review, strategic planning, and other tasks that require accurate and accessible information on many aspects of the college and its community. It is hoped that it will meet many of the needs for statistical information about the colleges of the Los Angeles Community College District. There are limitations on the amount of material that can be included in a single volume, and the Digest alone cannot satisfy every data need. But it indicates the scope of information available in greater detail through the Office of Research and Planning, and which may be obtained on request.

The tables present data which are comparable among the colleges, and routinely collected each semester. Fall semester data are selected for illustration in most areas, since they represent the largest enrollments of the academic year. Whenever appropriate, the tables are accompanied by line charts, which illustrate districtwide trends over the entire time span for which data is available. A brief explanation is placed before each table or group of closely related tables, to provide background information and/or clarification of terms sufficient for understanding the table. More detailed analysis of data trends, and interrelationships between categories of data, are found in the Commentary.

The Glossary includes all terms whose meaning may not be self-evident. They are grouped in the same order as the characteristics and topics to which they are related, and in the approximate order of their appearance, rather than alphabetically. It is hoped this order will make the definitions easier to find.

The Office of Research and Planning will continue to publish additional reports on special topics which provide more detailed research and data on an annual basis. As noted above, the Office stands ready to respond to specific requests for information, or to assist users in the retrieval, collection, interpretation and analysis of data.

GLOSSARY

Student and Enrollment Characteristics

ENROLLMENT

Unduplicated Enrollment. The "head count" number of individual students. Each person is counted once, no matter how many classes are taken.

First Census. An enrollment count administered on the first day of the fourth week of each semester. Only those enrolled in a class meeting on that particular day are included.

Credit. Defines courses for which units may be counted as a portion of an educational sequence leading to a degree or certificate.

Non-credit. Describes courses in ESL, basic skills, citizenship, parenting, special training for handicapped, and other programs that do not yield college credit, but are eligible for state funding.

Average Daily Attendance (ADA). A measure of annual full-time attendance based on student class hours. Up to July 1991, this was the unit of attendance used to calculate state reimbursement funding for each college.

Full-Time Equivalent Student (FTES). The measure of full-time attendance used to calculate state reimbusement since June 1991. It is based on a figure of 30 hours per full-time student over the academic year.

ETHNICITY

Ethnic Status. The ethnicity reported by students on a voluntary basis on the application for admission. The choices offered are: Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Vietnamese, Indian Sub-continent, and Other Asian; Black/ African-American; Chicano or Mexican, Central American, South American, and Other Hispanic; Samoan, Hawaiian, Guamanian, and Other Pacific Islander; American Indian/ Alaska Native and Other Non-White; and Decline to State. In Table 6, Enrollment by Ethnicity, these categories have been consolidated into Asian (including Pacific Islander), Black, Hispanic, and White. The Other category, which includes American Indian/ Alaska Native and Other Non-White, is not listed in the table.

STUDENT LOAD

Unit Load. The number of course units carried by a student during a single semester.

Full-time Students. Those enrolled for 12 or more units and/or weekly hours during a single semester.

Hour Load. The number of weekly class hours attended by a student during a single semester.

CLASS LEVEL AND EDUCATIONAL ATTAINMENT

Freshmen. Students who at the time of the most recent semester registration have completed

fewer than 30 units of college credit.

Sophomores. Students who at the time of registration have completed between 30 and 60 units of college credit, but have not obtained either an associate or bachelor's degree.

Other. Students who at the time of registration have completed over 60 units without an associate degree.

AA or Higher Degree. Students who at the time of registration have earned an associate, bachelors, or higher degree (see **BA Degree** below).

US High School Graduate. Indicates students whose highest certificated educational attainment has been graduation from a high school or its equivalent in the United States.

Foreign High School Graduate Indicates students whose highest educational attainment is graduation from a secondary school or equivalent outside the United States.

Not a High School Graduate Indicates students who, regardless of age or credits earned, have not obtained a diploma or other certification at the secondary level or higher.

AA Degree Indicates students whose highest certificated educational attainment is an associate degree or its equivalent.

BA or Higher Degree Indicates students who have earned at least a bachelor's degree. These students must pay a $50 per unit tuition fee to attend community college classes in California.

TIME OF DAY

Day Students. Those enrolled exclusively in classes convening prior to 4:30 p.m.

Day-Evening Students. Those who attend both day and evening classes in the same semester.

Evening Students. Those enrolled exclusively in classes convening at 4:30 p.m. or later.

ENTERING STATUS

First-time Students. Students enrolled for the first time at any college, and exclusive of summer session enrollment.

New Transfers. Students new to the college who have transferred credits from another college.

Returning Students. Formerly enrolled students returning to the college after an absence of one or more regular semesters. Includes students who have attended another college during their absence.

Continuing Students. Those who were enrolled at a college during the immediately preceding regular semester.

EDUCATIONAL GOALS

Transfer. A goal to transfer to a baccalaureate program at a four-year college or university, with or without an associate degree.

General Education Associate Degree. A goal to obtain an associate degree with a non-vocational liberal arts major, but without intent to transfer.

Vocational Associate Degree. A goal to obtain an associate degree in a specific vocationally-related program, without specific intent to transfer.

Vocational Certificate. A goal to complete a vocational program's requirements for a certificate, without taking the general education courses required for the associate degree.

Job Skills The goal to obtain specific job skills in a vocational field, without necessarily completing all courses required to earn either a certificate or an associate degree.

Instructional Programs

Weekly Student Contact Hours (WSCH). A measure derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. For example, a class with 30 students which meets for one hour three times a week would generate 90 WSCH.

Activity. A specific function or program within the college and/or district. When referring to instruction, a discipline or group of related disciplines.

Faculty Full-Time Equivalent (FTE). A measure of faculty obtained by dividing the teaching hours within a discipline, activity or other category, by the teaching load specified by contract for that activity.

Duplicated Enrollment. The number of students enrolled in classes, courses or disciplines, when these categories are aggregated and summed. An individual student would be counted as many times as the number of classes attended; for example, a student attending three classes would be counted or "duplicated" three times. This rarely-used measure is used in this document only for Community Services.

COURSE CLASSIFICATION AND TRANSFER STATUS

UC indicates the University of California system; **CSU** denotes California State University institutions.

Prerequisite and Developmental. Courses designed to bring students' language and mathematical skills up to college level. Also defined as transitional, these courses do not count towards transfer credit.

Occupational. Vocational courses intended to prepare students for careers in occupations that normally do not require more advanced training in baccalaureate programs. Some may be equivalent to courses in CSU vocational programs, and may be transferable under special conditions.

Liberal Arts and Sciences. All college-level courses that yield credit for transfer to state four-year institutions, and are not classified as occupational.

Transferable. Designates liberal arts and occupational courses whose credit is transferable to state four-year institutions. All courses transferable to UC schools are also transferable to CSU, but the reverse is not true: some courses that yield full credit for CSU are either nontransferable to UC or transferable with limited acceptable units.

Student Performance and Articulation

Retention Rate. The percentage of students enrolled at First Census who are still enrolled at the end of the semester.

Cohort. A population of students who have enrolled for the first time in the same semester.

Persistence Rate. The percentage of a given student cohort that has continued to enroll in a future semester.

Graduation Rate. The percentage of a given student cohort that has graduated in a future semester.

Success Rate. The percentage of a given cohort that has either graduated or remains enrolled in a future semester.

Fiscal and Personnel Resources

FUNDING CATEGORIES

General Fund. Includes all funding that supports the basic operations of the District, both restrictive and nonrestrictive. Includes most categorical funding, but excludes accounts for cafeteria, bookstore, child development, special reserve, and the grant funds for Financial Aid.

Basic Program. Includes unrestricted funding, which can be allocated at the discretion of college and District administration. Identified as Program 100 in the budget and expenditure reports.

Special Funding. Also called categorical or restrictive funding. Supports programs that are designed and overseen by state and federal agencies outside the District, including such special student services as Disabled Students Programs and Services, EOPS, Financial Aid and Veterans Programs. Special funds may be spent only within their programs, and according to guidelines laid down by the funding agencies, which periodically audit program expenditures.

PERSONNEL

Affirmative Action. The policy of allocating positions within personnel categories to members of gender and major ethnic groups, in order to bring the category's gender and ethnic balance in line with that of the District community. Goals are applied at both college and District levels.

Benchmark. A percentage parity goal for ethnic representation, based on the 1990 census.

Executive/Administrative/Managerial. Defines all persons responsible for management of an institution or a major department or subdivision thereof. Includes all certificated administrators and some classified managers.

Faculty. Defines all full- or part-time certificated personnel in teaching, counseling, and librarian positions.

Professional Non-Faculty. Defines classified positions requiring college or graduate-level training and, minimally, a baccalaureate degree. Includes various analysts, bookstore managers, staff aides and assistants, accountants, etc.

Secretarial/Clerical. Defines positions in clerical or secretarial activities.

Technical/Paraprofessional. Defines positions requiring specialized technical skills which may be acquired in two-year technical institutes or community college occupational programs, or in appropriate on-the-job training. Includes computer operators, programmers, lab technicians, etc.

Skilled Crafts. Defines positions requiring special technical and manual skills obtainable in trade schools, apprentice programs, or on-the-job training. Includes carpenters, painters, electricians, etc.

Service/Maintenance. Positions requiring technical and manual skills sufficient to perform custodial, groundskeeping, or food service tasks.

COMMENTARY

The *Annual Information Digest* is intended to serve both as a reference guide to recent information about the Los Angeles Community Colleges, and as a system to track and analyze long-term trends in all activities of the colleges and District. It therefore presents data not only in comparison with that of the previous year, but also in the context of longer time periods. But there is often insufficient space in the tables to include every year for which data is available. In most of these cases the procedure has been to begin with the earliest year's data, followed by five-year intervals up to 1985, and the last five years, up to and including the last year for which complete data is available. In this edition, the last academic year covered in most tables is 1992-93, while the last semester is most often Fall 1993.

This introductory commentary seeks to analyze the information contained in the tables in greater detail than space permits in the explanatory paragraphs, while revealing relationships between different tables and topics of concern to data users. When appropriate, reference is made to relevant data and/or analysis published outside the *Digest*, especially in regard to crosstabulations of student characteristics. These sources may be made available on request.

Community Characteristics and Attendance Patterns

(Tables 1 - 2.2, Figure 2) Because of unusual and urgent demands on the Office of Research and Planning this spring, we have not yet been able to update the Community Characteristics tables for this edition. An update of this section will be published separately in the near future.

Student and Enrollment Characteristics

Enrollment (Tables and Figures 3.1 - 4.2,) This year LACCD enrollment suffered the effects of policy changes driven by a weakening state economy and a looming budget deficit. Fall 1993 marked the removal of the maximum cap on the $13 per-unit fee for most students, and the imposition of a special $50 per-unit fee for students with Bachelor's degrees. The result was a sharp enrollment decline of 11% from the previous semester, bringing total District credit enrollment down to a level not seen since the mid 80s. All colleges shared in the decline; it was most severe at Pierce, Mission, Valley and West, which all suffered losses well over ten percent. Mission's enrollment declined by 18%, and Pierce enrolled over two thousand fewer students than in Fall 1992.

As of this year, the most recent available nationwide data, as published in the USDOE's *Digest of Educational Statistics*, are for Fall 1991. Therefore, the most up-to-date comparisons of national, state and district enrollment numbers can be based only on 1991 figures. District and State data can be compared using Fall 1993 enrollments.

Although California has little more than 10% of the U.S. population, its Fall 1991 unduplicated community college enrollment stood at 23% of nationwide enrollment in public two-year colleges. The LACCD's share of total State enrollment has declined steadily in recent years: in Fall 1991 it was 10% of state enrollment, and hence 2.3% of the national total. By 1993, its share of state enrollment had fallen by one percentage point. The parallel columns in Table 3.3 and the corresponding line charts (Figures 3.1 - 3.3) show that enrollment decline in the mid-eighties was more acute within the Los Angeles District than at state and national levels, and that the Los Angeles colleges took longer to recover than the state as a whole. When enrollment started to drop after fee increases in the 90s, the LACCD decline was again steeper.

If Figures 4.1 and 4.2 are compared with Figure 3.1, it can be seen that fluctuations in Average Daily Attendance (ADA) and FTES parallel those in enrollment, with minor differences caused by the first two measures' inclusion of load as a factor, and their whole year span. Districtwide FTES in 1993-94 was down 6% from the previous year, a decrease three times as great as those of the

previous two years. Much of the decline can be attributed to the Northridge earthquake, which occurred a day before the start of Spring semester classes. (See *Assessing the Northridge Earthquake Impact on the LACCD Enrollment*, Office of Research and Planning, August 1994.)

The institution of Amnesty-sponsored citizenship and ESL classes for immigrants in Fall 1988 caused a sharp short-term rise in non-credit enrollment (Table 3.2). This growth ceased with the passing of the deadline for enrollment in the Amnesty program, and coincidental funding cutbacks have brought about a reduction in non-credit offerings. First census non-credit headcounts have declined by over two thirds since their Amnesty-driven high point in 1989.

Demographic Profile

Gender (Table and Figure 5) Since the late 70s, females have been a substantial majority of the District student population. The shift in majorities occurred in 1976, as the numbers of male veteran students began to decline and employment opportunities for women increased. The districtwide percentage of women has increased to unprecedented levels every year since the mid 80s, and this trend has not been broken by the current changes in fees and overall enrollment. But actual numbers of females are still below 1980 levels. Only at Trade-Tech, with its industrial craft and trade programs, are males more than half the student body. At Southwest, women make up almost three quarters of all students

Ethnicity (Table and Figure 6) Changes in the ethnicity of District students since 1975 have reflected those in the area population, but with some distortion. Asian students have increased at a more rapid rate in the District student body than in the community, while Hispanics have increased more slowly. (See *Annual Information Digest. 1990-91*, Table 1). The Black percentage of District students has fallen from more than a quarter in 1980 to less than a fifth in recent years; this shift resulted largely from the increase in Asians and Hispanics. Districtwide percentages of both blacks and Asians are virtually unchanged from Fall 1992; Blacks have not changed as much as a single percentage point at any college. Asians have increased slightly at Pierce while declining at City and East. But City still has the largest Asian population and percentage of any District college. Hispanic students have been the largest ethnic group in the District since the beginning of the decade,. Their percentage rose at all colleges in Fall 1993, and was up districtwide by two percentage points. The percentage of whites declined at all colleges except City, where it increased by a point, and at Southwest, where its miniscule share was unchanged. Whites now make up little more than a quarter of all District students; in recent years they have increased in share only at City, and are a majority only at Pierce.

Age (Table 7, Figures 7.1 - 7.3) The most striking trend in student characteristics over the last fifteen years has been the decline in the headcount proportion of younger, traditionally college-age students. This post baby-boom dropoff drove enrollment into a trough during the mid 1980s. Since these younger students are more likely to attend full-time, their loss has had a severely negative impact on state reimbursement funding. The fee increases of Spring 1993 have depressed numbers of all age groups, and younger students are fewer now than in the enrollment nadir year of 1985. Nonetheless, nineteen is the most common age among district students, and they tend to carry heavier hour and unit loads. As Figures 7.1 and 7.2 show, the predominance of those 20 and younger in age distribution is more striking when weighted to FTE. But their distribution peak has eroded downward into the mid-20 age group since 1976, and the headcount percentage of the Under-20s continues to decline. The corresponding increase in other age groups has been evenly dispersed, and none of them have varied districtwide as much as a percentage point in any of the last five years.

Pierce has always been the most "youthful" campus, with by far the largest share of students under 20. It is second to East in the 20-24 group, but still has the highest combined proportion of younger students. City has the smallest share of teenage students,and the smallest combined percentage of the 18-24 group. Mission has the largest segment of students 35 and older. Close to a third of enrollment at City, Southwest, Trade-Tech and West is between 25 and 34, and these

colleges, along with Mission, have larger shares over 34 than under 20. But the Districtwide percentage of those 35 and over has declined by one percentage point from Fall 1992.

Academic Profile

Unit and Hour Loads (Tables 8.1 and 8.2, Figure 8) The greatest difference in the high and low unit and hour groups occurs at Trade-Tech, where there is much enrollment in trade courses with more hours than units, as well as modular courses. The percentage of hour-load full-timers is 20 points higher than those full-timers defined by units. At Southwest, this difference is 24 points. This may be caused by high proportion of developmental enrollment at the college, as shown in Table 18. These colleges have the highest proportions of full-time students by hour; almost half (47%). Districtwide, there are over 11,000 more full-timers in hour measure than by units. Students carrying fewer than six hours or units are lower in share at all colleges this year, with the Districtwide percentage down 3% from Fall 1992. This was probably aggravated by the increase in fees, which may discourage casual enrollment. But the fewer-than-six groups have declined steadily since 1980. Percentages in the middle ranges show little change at any college.

Class Level and Educational Attainment (Table and Figure 9, Table 9.2) A distinct majority of students at all colleges have fewer than 30 units in their transcripts. This amount is sufficient for most occupational certificates, most job skill training or updating, basic skills including ESL, and other short-term goals that do not require a degree or transfer to a four-year college. The percentage of "freshmen" is highest at colleges with a large proportion of older, working students attending part-time, as at Mission, and/or in occupational programs, as at Trade-Tech. In the past two years the proportion of "sophomores" has increased substantially districtwide. Even at Southwest, the percentage of students who have completed more than 30 units has almost doubled since 1990. City and East have the largest proportions of students with 60 or more students but no degree; the other colleges have approximately the same share of these students (10-11%).

Table 9.2 is introduced to show the percentage of students holding Bachelor's Degrees, and the extent to which these students have been lost since the imposition of a $50 per-unit fee exclusively for them. Since Table 9.2 is derived from a different data source, the combined percentages of AA and BA Degree holders do not precisely match. But it is obvious from both tables that there has been a substantial loss in degree-holding students between Fall 1992 and 1993. From the second table it is apparent that the loss has been almost entirely in B. A. Degree holders, since there was a decline in percentage as well as numbers in this segment. The numbers difference in this category, almost 5,000 students, amounts to 38% of the difference in total district enrollment between 1992 and 1993.

Valley and West have the highest percentages of students with degrees; their B. A. percentages are identical, having declined by 50% from Fall 1992. Residents of these colleges' service areas include many educated professional adults seeking avocational courses or high-tech job skill updating in evening classes. East and Southwest had the lowest percentages of these students; their enrollment loss over the past year has been relatively less severe than at the colleges with larger degree-holding percentages.

Time of Day (Table and Figure 10) The proportion of day-only students has varied little districtwide, but there have been significant fluctuations at the college level. Day-only enrollment fell by eight percentage points at Pierce and Mission in Fall 1993, while rising slightly at Harbor, Trade-Tech and Valley. The corresponding changes at these colleges were in Evening-only enrollment. Students attending classes in a schedule spread across day and evening represent about 19% of total District enrollment, and their share has been edging upward for more than a decade. This year their rate declined more than a point only at Southwest, with a matching increase in evening-only enrollment . The consistently small percentage of day-evening students

at Trade-Tech is probably due to the scheduling of occupational programs in solid blocks of three hours or more, in either day or evening.

Entering Status (Table and Figure 11) After last year's decline in the percentage of first-time students relative to continuing students, Fall 1993 saw little change in proportions. There was virtually no change in the Districtwide percentage of first-timers, while the rates of new transfers and returners dropped very slightly, and the continuing rate rose a little more than a point. First time students increased in share at Southwest, where they had dropped significantly the year before; their increase was matched by a drop in the rate of continuing students. At Trade-Tech, the almost-opposite change occurred, as the first-time and returning rates dropped while the percentage of continuing students increased. A fifth of students at Southwest and Trade-Tech were first-timers in Fall 1993, the highest rate in the District, while the highest continuing rates were at City and East, each with two-thirds of enrollment in that category. West, a "borderline" college, has had the highest rate of new transfers in almost all years, and currently ties with Valley for the biggest share of returning students.

Educational Goal (Tables 12.1 and 12.2, Figure 12) Beginning in Summer 1990, a new questionnaire on educational goals was inserted into the student application. Designed to respond to the data needs of the statewide Management Information System (MIS), the new questions have revealed significant differences in the proportions of student goals from those recorded in previous years. Because of this discrepancy, the goal data is presented in two tables. Data collected in previous years is tabulated under the "old" categories in Table 12.1, while data from Fall 1990 to the present is in Table 12.2, with each new question listed and aggregated under new categories. The new questions are put only to incoming students filling out the admissions application; they would not reflect the goals of continuing students who enrolled before 1990, or whose goals may have changed since their first year. This accounts for the big difference in some rates and numbers between 1990 and 1991. By Fall 1993, the data in Table 12.2 may be considered almost wholly representative of the entire student body.

The most noticeable trend in goals before 1990 is the burgeoning percentage of Undecided/ Unknown goals in the last years of the decade. This increase was particularly pronounced at Mission and Southwest, where almost three-quarters of students reported no specific educational goals in Fall 1989. The unknown goals grew largely at the expense of all other goals except Transfer, which even grew slightly to over a third of districtwide responses that year.

The pre-1990 questionnaire contained three vocational-related goals, but was headed by the single Transfer option; it also contained a single choice for general education degree. The new questionnaire has more choices, leading off with six vocational goals, half of all the options excluding "Undecided". These are followed by two transfer goals, two non-transfer general education options, an "Improve Basic Skills" choice, and acquisition of a high school diploma. The last choice is "Undecided", with missing values included as Unknown. In Fall 1993, the subtotal of students stating vocational goals had grown to over a third (35%) of district enrollment. Last year's increase in this category was not at the expense of transfer, whose rate also grew, slightly, to 26%. The single goal of personal enrichment fell by one percentage point, which probably reflects the negative impact of the new fee policy on more casually motivated attendance. The differences between colleges are similar to those under the old questionnaire; Pierce has the greatest percentage of transfer-seekers, while Trade Tech has by far the largest share of those seeking vocational goals. Non-transfer general education has the most adherents at Valley. City's predominance among transitional goal-seekers probably results from its large Basic Skills and ESL programs. Undecideds and unknowns are almost evenly divided districtwide and at most colleges; the greatest exception is Harbor, where 25% of students stated no goals in 1993, and another 12% were undecided. The overall rate of non-responses continued to decline, this year to 12%.

Instructional Programs

Day and Evening WSCH (Table 14, Figures 14.1 and 14.2) Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and has been the most common basis for calculating both Average Daily Attendance (ADA) and Full-Time Equivalent Students (FTES), respectively the former and current bases for state reimbursement funding. Figure 14.1 shows WSCH reaching a peak in the mid 1970s, when the greatest number of postwar baby boomers were at college age, and more than a third of District students carried full unit loads. In 1975, the peak year of District WSCH, City had the highest WSCH ever recorded for a single LACCD college.

The districtwide proportions of Day and Evening WSCH have varied little since the mid 80s, with two-thirds of WSCH earned in day classes. Pierce has had the highest WSCH in every year since 1980, even in the past three years, when Valley's enrollment has been larger. Pierce's student population remains relatively young, white, transfer-oriented and full-time; this year saw a significant shift of WSCH to evening classes, leaving day WSCH below two-thirds for the first time. Trade-Tech's proportion of day WSCH has been the highest of all colleges since 1980; in Fall 1993 it rose to surpass three-quarters. Only Mission has earned most of its WSCH in evening classes, and in most years. Its overall WSCH has increased substantially since it acquired a campus, but in Fall 1993 its WSCH dropped substantially, and it is once again the lowest of any District college. Total District WSCH in Fall 1993 declined along with enrollment to its lowest level since 1988.

WSCH per Enrollment (Table and Figure 15) This measure has varied little Districtwide, in spite of enrollment fluctuations and fee policy changes. This year it edged up, possibly with an increase in full-time students. Trade-Tech's consistently high figure results from a high proportion full-time enrollment in structured vocational programs. Mission has always had a higher proportion of part-time evening students, but even its WSCH per Enrollment has increased in recent years.

WSCH by Program Area (Table and Figure 16) This new delineation of Program WSCH is designed to reflect staffing patterns as well as subject area (See Page 42). Some small disciplines (e.g., Anthropology) have been lumped with larger programs within their taxonomic field, even if they do not share faculty. The large WSCH of the Social Sciences can be attributed at least in part to its inclusion of many disciplines, all of which are eligible for the transfer and/or degree requirement. But even with its inclusiveness, it has vied with leadership in recent years with Mathematics, a single discipline. English and PE/Health have held second and third place respectively, at least in the past five years. Enrollment patterns in 1981 were strikingly different, with more than twice as much WSCH in PE/Health as in 1993. Such high participation in such avocational elective fields as PE is unthinkable in a time of uncapped per-unit fees.

Few programs have seen a WSCH increase from Fall 1992; notable exceptions are English, Psychology and Chemistry. The latter had the greatest gain, while the biggest percentage loss was in Physics, down 27% from an unusually high figure the previous year. ESL WSCH was down for the second year in a row, probably because of the gradual expiration of the Amnesty program (see pp.60 and 82).

Staffing Patterns and Class Size (Table and Figures 17.1 and 17.2) In most disciplines, the number of Faculty FTE may rise and fall along with WSCH, but not always at the same rate; it is harder to cut faculty than to lose students. PE/Health declined 13% in WSCH from Fall 1992, but lost only 5% of its FTE. ESL fell 23% in WSCH, but its FTE was cut only by 14%, in spite of its high percentage of hourly instructors. Mathematics FTE has always been substantially higher than the Social Sciences, although the latter has frequently had more WSCH. English has had the highest FTE in the past five years, mainly because of its shorter 12-hour load; its rate of increase in Fall 1993 was less than its increase in WSCH.

The percentage of Regular Full-Time Faculty FTE has declined in most disciplines since 1981.

Enrollment increases in Mathematics, English, and especially ESL have compelled their departments to hire hourly personnel, pushing their regular percentage below the overall district rate, at least temporarily. Even as its enrollment declines, ESL has the smallest percentage of regular instructors. The temporary requirements of the PACE program has entailed hiring of part-time instructors in liberal arts fields. Many hourly instructors in vocational fields such as Accounting, Computer Science, and Office Administration are also employed in industries served by the programs. The percentage of regular faculty in these programs has usually been below the District overall rate. When enrollment trails off, the percentage of regular faculty may rise as hourly instruction is cut back. This has occurred in the Business disciplines over the last decade. Financial incentives offered by the District have induced some regular faculty to retire early, but cost-cutting efforts focus on laying off part-time faculty.

Fluctuations in class size have followed enrollment trends, with the lowest figures in most disciplines occurring in Fall 1985, the low point of enrollment and WSCH districtwide. But cutbacks in classes and attrition of staff might also cause class size to increase. In 1991 and 1992, the combination of enrollment growth and reduction of the number of classes offered coincided with a ten-year high in District average class size. In Fall 1993 classes overall declined in size, along with enrollment, although Social Sciences held their own, and English increased slightly. The sharpest decline was in ESL.

WSCH by Course Classification (Table and Figure 18) During the 1980s the percentage and volume of Prerequisite and Developmental credit WSCH increased at all colleges, and more than doubled districtwide. By Fall 1990, it was almost a fifth of District WSCH, and a plurality at Southwest. Most credit Developmental WSCH was in ESL and in lower level English and Math. Those classes were staffed largely by hourly instructors, many of whom were laid off in the cutbacks of Fall 1992. That semester saw a sharp drop in WSCH and enrollment at Southwest, and a 13 point percentage decline in Developmental WSCH. A similar drop occurred at City. Districtwide, Developmental WSCH dropped to its lowest percentage in five years. In Fall 1993 it returned to its 1991 level of 18%. But it declined again at Southwest, though not as severely as the previous year, and increased slightly at Mission. Liberal Arts has regained its predominance at all colleges except Trade-Tech, and still includes more than half of total District WSCH. Occupational WSCH has stabilized at slightly less than a third of that total, and almost two-thirds of Trade-Tech's WSCH.

WSCH by Course Transfer Status (Table and Figure 19) As comparison of Figures 18 and 19 show, the trends in Table 19 run closely parallel with those in the previous table. WSCH in courses transferable to CSU and UC is slightly larger overall than liberal arts WSCH because it also includes some occupational courses, but its fluctuations almost match those of liberal arts.

The non-transferable line in Figure 19 is almost the same as the prerequisite and developmental line in Figure 18, but it is higher because some occupational WSCH is non-transferable. But almost two-thirds of non-transferable WSCH is developmental, including much ESL and lower-level English and Math courses, many classes of which have been taught by hourly instructors. There were sharp losses in this category in Fall 1992 districtwide, and in particular at Southwest and Mission; the decline continued this year, but at a slower rate, and the non-transferable percentage of WSCH increased districtwide, and significantly at City, Mission and Trade-Tech..

Courses transferable to CSU only are almost all occupational, but do not include all occupational WSCH, so their line is at a lower level. Their WSCH has stabilized in recent years, with less up-and-down variation than all occupational WSCH. In Fall 1993, the percentage of district WSCH in this category dropped, as the rates of the other two categories gained.

Well over half of District WSCH is in courses transferable to all state four-year institutions. Pierce has always had the greatest share of UC-CSU transferable WSCH, usually more than two thirds. In Fall 1993, Southwest had more than half its WSCH in this category for the first time since the early 80s, while at City the UC-CSU transferable percentage dropped below the half mark, as the percentage of WSCH in non-transferable courses rose five points. Mission and Trade-Tech are

the only other colleges with less than half "totally" transferable WSCH: at Trade-Tech it is less than a quarter of college WSCH.

Summer Session (Table 20 and Figures 20.1 and 20.2) Student demand for summer classes has always exceeded supply, and class cutbacks in fall and spring may have increased the need for them, as some students try to earn units they could not get in the regular school year. But the summer session has always been a lower funding priority than the fall and spring semester, and colleges even have the option of not offering summer classes.

Funding shortages in 1993 resuted in the smallest enrollment and WSCH since the mid 80s. Programs at most colleges were scaled back from the previous year. A notable exception was Harbor, who offerred virtually no summer school in 1992. But its 1993 enrollment was the lowest of any regular summer session it has ever offered. Enrollment increased slightly at East and Southwest; the other six colleges suffered losses. Summer WSCH at City and Pierce was about a third of the previous year's level

PACE and ESL (Tables 21.1 - 21.3, Figures 21.1 and 21.2) These two specialized programs have become well established and permanent features of the Los Angeles Community Colleges, as they fill long-standing educational needs. But in recent years, the demand for them has slacked off somewhat, after the long pent-up needs of many students have been met. And ESL has proven vulnerable to cost cutting.

In Fall 1993, PACE WSCH continued to decline from its high point in 1990. Harbor's program was the largest, followed by Pierce. Mission, which has had the largest WSCH in all but one previous year, was only in fifth place with fewer than 3,000 WSCH. Speech and Political Science were the leading disciplines this year, offered at all participating colleges except Trade-Tech. Humanities, the most frequently offered discipline in PACE, appeared only in Trade-Tech's program, and had the smallest WSCH of any discipline. The program is still not offered at City and Valley.

The strong growth in ESL during the late 80s was spurred by the Amnesty program, which offers noncredit ESL and citizenship instruction for qualified immigrants. In Fall 1988, the first semester of Amnesty, non-credit ESL WSCH mushroomed from almost nothing to over 12,000 districtwide. The following year it almost doubled, bringing ESL WSCH and enrollment to its high point. That year, noncredit ESL was offered on every campus except East and Harbor. Beginning in Fall 1990, Amnesty enrollment tapered off, as clients completed the program and no new persons could be admitted. By Fall 1993, noncredit WSCH was ony a fifth of its 1989 level, and credit WSCH was down by sixteen percent.

Since 1989, by far the greatest share of the District's ESL WSCH has been produced under the new ESL discipline, which is now offered at six of the nine colleges. Until Fall 1992 most of City's long-established ESL program, with the largest WSCH in the District, was offered under Developmental Communications. That semester the College assigned those courses to the new discipline, to be administered by the English Department, with additional classes in English and Speech. In Fall 1993, almost as much ESL at City was offered under English as under the ESL discipline, which is still not offered at East, Harbor and Pierce.

City's program still accounts for more than a third of all District ESL WSCH, and has declined only slightly from Fall 1992. The large programs at East, Mission and Southwest suffered significant reductions from the previous year, as did smaller programs at Trade and West. Although the Districtwide decline was 19%, only City, Valley and Pierce lost less than 20% of their ESL WSCH in Fall 1993.

Instructional Television (ITV) (Table 22, Figures 22.1 and 22.2) Like PACE, ITV attempts to bring college instruction to a clientele with limited access to regular college programs. In 1993-94, after a period of steady growth since the beginning of the decade, enrollment and WSCH declined in all three semesters, and by substantial proportions. Once summer WSCH is divided by three to compensate for a shorter term with increased weekly hours, fall is seen to have the biggest enrollment and WSCH.

Community Services (Table and Figure 23) Enrollment in Community Services classes peaked during the early eighties, then declined under the requirement that the classes be self-supporting. This year saw a sharp increase, mainly due to an unexplained enrollment surge at Valley College, where sudden increases took place in Spring 1990, and again in Spring 1993.

Student Performance and Articulation

Retention (Tables 24.1 and 24.2, and Figure 24) As Figure 24 shows, districtwide within-semester retention rates have tended to increase since the late seventies; policy changes might have initialized this trend. In Fall 1982, funding was withdrawn from avocational/recreational courses, and in the following year, fees for early course withdrawal were imposed. These policies may have helped bring about a five-point districtwide increase in evening retention in Fall 1983. By Fall 1984 the fees were eliminated, but the enrollment fee was introduced. These changes discouraged casual attendance, and favored the more serious, committed student. They also coincided with an increase in the proportion of continuing students (See Table 11). During the 1990s, retention in evening classes has tended to be higher. In Fall 1993, retention in both day and evening classes has reached an all-time high. Currently, the only conspicuous difference between colleges is Mission's high evening retention, the only one over 80%, which coincides with a large proportion of older working students, even with the new campus.

Table 24.2 seeks to trace the success or failure of the almost 10,000 students who enrolled for the first time in LACCD colleges in Fall 1989 without any transfer credits, while stating goals of earning a community college degree and/or transferring to a four-year institution. Their characteristics are matched with the extent to which they persisted in enrolling in succeeding semesters, or graduated. Their success rate is obtained by adding percentages for persistence and graduation. A missing (because unavailable) indicator of success is the percentage who transferred within the three-year span without obtaining a degree or certificate.

At the end of four years, only 8% of the cohort had graduated, and another 13% were still enrolled in an LACCD college. Among ethnic groups, blacks were consistently lowest rated in all years while Asians were highest. Hispanics were less persistent than whites in the first year, but pulled ahead in the two succeeding years. Successful students were more likely to be under 20, seeking to transfer with or without a degree, attending full-time, and attending day classes. Females were slightly ahead of males in the later years. It is possible that when the time span is extended to five years and beyond, there will be more leveling out of distinctions, with older, evening, and part-time students showing higher graduation rates, since they would take longer to fulfill the requirements. But the omission of no-degree transfers will keep success rates below what they actually should be.

Grade Distribution (Table 25) The distribution of grades is one of the least variable measures of student performance. There has rarely been more than a single point of change from year to year in the percentages of grades awarded, either at the colleges or at the District level. But in Fall 1993 the percentage of As dropped two points at Southwest, while increasing by the same amount at Trade-Tech. Mission improved its rates of As and Bs, while Pierce maintained its slight percentage lead in both grades.

Transfer to Four-Year Institutions (Tables and Figures 26.1 and 26.2) Comparison of trends in transfers since the late 70s reveals that LACCD colleges have been less successful than California community colleges in general. During the 1980s, community college transfers to the UC and CSU systems declined statewide, but the LACCD suffered a steeper drop, down 40% from 1978 to 1986, and has been slower to recover. By Fall 1993 the state totals had risen back to their 1978 levels, while the LACCD transfers were still substantially below their numbers of fifteen years before. This year saw a slight increase in CSU transfers after a two-year decline, but UC transfers actually declined slightly, by 20 students, and contrary to the state's continued

upward trend. When the highly fluctuating (and possibly unreliable) totals from private colleges are factored in, total LACCD transfers are seen to have declined, albiet slightly, for the third straight year.

The distribution of transfers among colleges has changed little through the years. Pierce and Valley have been in first and second place, and continue to be so in both fall and full-year transfers in 1992-93 and Fall 1993. City and East occupy the next plateau; East was ahead in full-year transfers in 1992-93 for the third year, but was a single student below in Fall 1993. Harbor declined sharply in Fall 1993, falling below West, but maintained its lead over West in Full-year transfers in 1992-93. Mission is slightly ahead of Southwest in Fall 1993 transfers, but slightly behind in 1992-93.

Awards (Table 27) The total number of awards granted in 1992-93 was the highest since the mid 80s, a delayed result of the partial recovery of enrollment from its nadir in the mid 80s. Time to degree has been four to five years for most students, and may increase as cutbacks hinder access to needed classes (see *The Myth of the Two-year College*, RPA September 1990). So we can expect the number of degrees to increase for the next few years before dropping back towards the end of the decade, as the 1993 enrollment decline has its delayed effect.

Degrees increased at all colleges except West in 1992-93, and all colleges except Harbor awarded more vocational certificates. Most of this year's overall gain was in certificates, whose number grew by 25%; East alone awarded over two hundred more than in 1991-92. Pierce holds a substantial lead in degrees, but most awards were earned at Trade-Tech, with its large output from vocational certificate programs. Only West suffered a decline in total awards.

Special Services

Disabled, EOPS, Financial Aid, Foreign Students (Table and Figure 28) Under the pressure of fee increases, programs offering direct monetary or material aid have increased their enrollment. In 1992-93, regular financial aid recipients increased by 11% districtwide, a significant percentage, although only half of the previous year's increase. The Extended Opportunity Programs and Service (EOPS) programs increased their enrollment by 3%.

Recruitment in Disabled Students Programs and Services (DSPS) continued to grow as awareness grows of the benefits of the Americans with Disabilities Act. In 1992-93 enrollment increased 20% districtwide, and by 25% at City and 36% at East. Pierce leads in enrollment for the second year in a row, followed by City and Valley.

Overall EOPS enrollment also continued to increase, although programs at City, Harbor and West suffered slight losses. City's program is still the largest of any college, with over 30% of total district enrollment. East is in second place and growing rapidly, as is Mission, whose third place EOPS enrollment is more than twice the number of its regular financial aid recipients. The high point enrollment of 1980-81 will probably not be attained in the near future, since its reduction resulted from a clampdown on noncompliance. .

The overall number of tuition-paying foreign students continued to grow, although at a slower rate than the previous year. City has regained its leadership in foreign student accomodation from East, although it is only marginally ahead. Southwest, with the smallest foreign enrollment, is the only college whose foreign population has suffered continuous decline in recent years.

Amnesty and GAIN (Tables 29.1 and 29.2) The highest Amnesty program enrollment occurred, as expected, during the first year of full implementation after the 1987 deadline for application. From its high point in 1989-90, Amnesty enrollment has dropped by almost two-thirds. All but a handful of remaining program partricipants are also enrolled in credit college classes. Non-credit Amnesty classes will be offered until all applicants have been processed and have completed course requirements. Enrollment is highest at Mission, City and Southwest, whose areas have large alien populations who cannot be fully served by facilities of the Los Angeles Unified School District.

It is impossible to accurately gauge the effectiveness of the GAIN program without following a specific cohort through at least four years of training. But from the figures available, some meaningful information can be gained. More students have failed than completed or even persisted in the program. Of those who have been recruited into the program since its inception, 28% have completed their training while almost 60% have dropped out. The cumulative rate of failure is even greater than the dropout percentage in the first year. But time-to-graduation is usually longer than time-to-dropout, and it is likely that the rate of completion will improve in succeeding years. There is some variability among colleges, as almost two-thirds of City's GAIN students have dropped out, while 46% of Mission's have completed. Mission is the only college whose completion rate exceeds its percentage of dropouts. Southwest has the largest program enrollment, and the largest percentage of continuing students.

Fiscal and Personnel Resources

General Fund Income (Table and Figure 30) Measuring current income and expenditures in "real", constant 1979 dollars reveals the erosion of basic financial support for community colleges. By this measure, Los Angeles Community Colleges are being funded at less than four-fifths of the level at the beginning of the 80s. Although there was an apparent rise inTotal General Fund Income in 1992-93, due chiefly to student fee increases, funding actually dropped more than $2 million in constant dollars, for the third straight year of decline. State funds dropped even in inflated dollars, by three percentage points from last year's share of total income. This year federal funding, which is nearly all categorical, increased slightly, by $1.5 million. But it is still far below the 1979 level, even in inflated dollars.

General Fund Expenditures (Table and Figure 31) In 1992-93, for the first time, total instructional costs dropped below 50% of total District general fund expenditures. Half of the approximately $6 million decline in instructional spending was a reduction in faculty retirement incentives, which had been increased the previous year. Administrative costs rose at both campus and District levels, for an increase of $5 million; up to over 10% of total expenditures. But the greatest percentage increase was in the support services area, whose share of District spending increased by over two percentage points. There were significant increases in Student Services, Physical Plant, and especially in General Institutional Support, whose spending rose by almost $8 million. That latter area includes retirement benefits and incentives for certificated administrators; these increased by over $4 million in 1992-93. (See *Annual Financial and Budget Report CCFS-311*, submitted by the Business Services Division to the Califirnia Community Colleges, 1991-92 and 1992-93.)

Spending per ADA in constant dollars fluctuated, with increases most often corresponding to decreases in enrollment, and vice versa. The corresponding costs per FTES declined for three years before leveling out in 1992-93. The current figure is 15% below the constant dollar cost recent high in 1989-90.

Basic Program Expenditures (Table 32) Between fiscal years 1991-92 and 1992-93, the consumer price index in the Los Angeles area rose by 3.6%. Yet, when interfund transfers are discounted, total District Basic Program Expenditures declined by 2.6%. This occurred despite a 12% rise in Employee Benefits Costs. Distrctwide Employee Benefits made up more than half of expenditures charged to the District Office in 1992-93. Regular faculty salaries were off by over a million dollars, while the spending on Other Certificated, which includes librarians and counselors, dropped by $1.5 million, or 18%, from 1991-92. Spending on supplies, equipment and plant operations was down 11%, by over $4 million.

One again, Mission had by far the largest percentage of classified personnel costs; at 30%, it was higher than the percentage for regular instruction, which at 27% was the lowest of any college. Mission had the largest percentage of hourly instrucion costs, followed by Trade-Tech and West. Pierce had the largest share of regular instructor expenditures, but spent a greater percentage on hourly instruction than Harbor and Valley. Pierce and City were the most "expensive" colleges,

followed at some distance by Valley. Mission and Southwest, predictably, had the lowest costs.

Special Purpose Expenditures (Table 33) Expenditures in Cafeteria and Community Services declined sharply early in the 1980s, as enrollment decreased and Community Services was mandated to become self-supporting. Cafeteria expenses have come under critical scrutiny in recent years. After 1989-90's 23% increase, which was entirely in personnel costs, expenses declined slightly at first, then dropped 30% from 1991-92, due mainly to a 36% cutback in personnel spending. In contrast, Community Services expenses have increased to their highest level since the early 80s. In 1992-93, equipment and supply spending rose while personnel costs declined slightly. Costs at Bookstores and Child Development Centers dropped in 1992-93 after six years of growth driven by enrollment recovery from the mid 80s slump; bookstore spending fluctuations have occurred proportionally more in inventory and overhead than in personnel. Supply and equipment spending at Child Development Centers remained high, although 18% below the levels of 1991-92. Enrollment and WSCH increases during the summer and fall of 1992 spurred higher spending in Instructional Television. International Education kept its equipment spending sharply below 1991-92 levels, even as its personnel costs rose almost 10%.

Special Service Expenditures (Table 34) Financial Aid expenses have followed trends in enrollment, with a high point in 1980-81, followed by a 27% decline to 1985-86, and a subsequent recovery. In 1991-92, an increase in student fees sparked a two-thirds increase in awards, which was three times greater than the percentage increase in participation (See Table 28). The following year, funding continued to increase, at a slower rate but still oustripping the rise in participation; this change followed a further increase in per-unit fees The 1992-93 total is an all-time high, even in constant dollars. City, Trade-Tech and East continued to dispense the most monies, as in past years.

In contrast, EOPS spending was up 45% districtwide, even though participation rose by only 3%. Pierce's program more than doubled in costs, while its enrollment was up by less than a fifth. As ever, City's was the largest program, and this year its expenditures surpassed $1 million for the first time. Harbor, as usual, had the smallest program in both enrollment and spending, although the latter was up by (See Table 28).

In 1992-93 the number of students served by Disabled programs increased at all colleges except Mission, and DSPS spending increased at all colleges except Mission and Harbor. But there were no expenditures at the District Office, so the District total is slightly smaller than that for 1991-92, which is larger than the sum of college spending. City's program had the highest cost, but Pierce surpassed it in enrollment. (See Table 28).

Totals of Special Project Grants declined slightly, as some Title III funding attenuated in the second or third year of the grants. In 1992-93, Harbor was awarded a grant, leaving Valley as the only college without either a recent or current Title III program. Grants from other sources were primarily from either state or local government agencies; private sector funding was almost entirely vocational. (see Table 35.)

Vocational Funding (Table 35) State vocational programs were scaled back in the mid-80s, contributing to an overall decline in employment training support, which has fluctuated widely in recent years. Most large grants have come from public sector agencies. In 1992-93, Trade Tech received the largest grants, from the U.S. Department of Education through the Los Angeles Community Development Agency, for the Health Careers Project. District-based grants have shrunk with reduction in funding through the Job Training Partership Act (JTPA). In 1992-93, Southwest and Trade-Tech received large amounts of vocational program funding directly through VEA and from local government agencies like the Private Industry Council. Their success brought direct campus awards to an all-time high.

Trends in District-allocated VEA funds have followed trends in overall enrollment, as yearly awards declined in the early 80s, and have increased in all but one year since 1986-87. The 1992-93 District total is up 50% from the previous year. Combined with the unusually high campus-

direct total, it brings District funding to its highest level ever, even in constant dollars.

Personnel Distribution (Tables 36.1 and 36.2) Benchmark employment goals for minorities (Asians, Blacks and Hispanics) have been updated to better match their shares of the Los Angeles area population, as revealed by the 1990 census. They vary slightly according to which job category they are assigned. But, in all categories, the benchmarks for Hispanics are below their one-third share of the actual District service area population; the benchmark for service maintenance, at 31%, comes closest. This sector is the only one whose benchmark for blacks is greater than the Black service area population percentage of 14%. In contrast, all Asian benchmarks are above the corresponding service area percentage. In all categories, Hispanics are employed at rates far below even their reduced benchmarks. They are only 13% of full-time and 9% of hourly District faculty. The discrepancy is even greater in Professional/Non-faculty and Technical/Paraprofessional. Blacks, on the other hand, are employed at or above their benchmark rate in all categories except Skilled Crafts, and Asians are below benchmark only in Skilled Crafts. There have not been significant percentage changes among ethnicities in District faculty and staff since 1985, perhaps because restrictions on hiring allow little opportunity to recruit more minority employees.

Females surpass their benchmark in the Professional/Non-Faculty, Technical/Paraprofessional, and Secretarial/Clerical categories. Their share of administration has increased significantly over the last decade, but is still little more than a third. They are also well below their goals in both faculty and service/maintenance, and are absent from skilled crafts. Their percentage of regular faculty has increased since 1980 at a far lower rate than minorities overall.

In 1993-94 the total number of District employees declined at a sharper-than-usual rate of 5% from the previous year. Reductions occurred in varying degrees in all employment categories except Technical/ Paraprofessional, which increased 10% by 21 individuals, and at all locations except the District Office, with one additional employee. The number of Full-time Faculty dropped by 87 individuals, at the same 5% rate as the workforce as a whole. Locations with the greatest losses included City, with a 9% reduction, Harbor, down by 8%, and Valley, off by 6%. East lost only two employees, out of a workforce of 660. Of course, the number of individuals employed does not necessarily indicate full-time equivalents, which is the true measure of costs (See Table 17.1 and *Fall 1993 Comparative Staffing Study*, Office of Research and Planning, May 1994.).

Community Characteristics
and
Attendance Patterns

- **An updated edition of this section, along with supplementary tables, graphs and narrative, will be published as a special report in the near future.**

Student and Enrollment Characteristics

- In Fall 1993, headcount enrollment in Los Angeles Community Colleges dropped by 11% from the previous year, down to its lowest level since the mid 80s. Losses were most severe in the San Fernando Valley colleges, even before the Northridge earthquake. Total District FTES for 1993-94 was down by 6%, due in part to the earthquake.

- Women have been a majority of District students since the late 1970s. Only at Trade-Tech are they a minority.

- Asians and Hispanic students have increased in numbers and percentages over the last decade. The percentage of black students has remained stable after declining during the 1980s. Whites have declined steadily since 1975.

- The student body has aged since the 70s, as the baby boomers grow older. The percentage of students under 20 has declined as older groups have increased. Students under 25 are a headcount minority, but take more classes and produce most of the District's reimbursable FTE. Older students tend to take fewer classes and attend more in the evening.

- The percentage of students attending part-time is decreasing. Trade-Tech has the greatest portions of full-time and day students, while Mission and West have the largest majorities of part-timers and those taking evening classes.

- More than a third of all students state vocational goals, while 26% plan to transfer to four-year schools. Another 25% of students either have not decided on a specific educational goal, or leave the goals question unanswered.

ENROLLMENT BY COLLEGE, DISTRICT AND STATE

Tables 3.1 through 3.4 show the full span of District enrollment from the early sixties, and for the State since 1972. National credit enrollment figures were obtained from the federal Department of Education's National Center of Educational Statistics; the latest date for which this data has been collected is Fall 1992. Blank spaces for Mission, Southwest and West indicate the years before these colleges were established. .

Non-credit course enrollment is tallied from 1986, when it grew to significant levels at several colleges; it is not available at the national level. These numbers represent reimbursement-generating enrollment, and do not include recreational/avocational classes offered through community services; these data are not currently available for any year at the national level. The first census non-credit numbers listed here do *not* include students also taking credit classes. They must be considered substantially lower than total semester non-credit enrollment, since classes are often modular, not full or not even begun by first census, and reporting by colleges to the District data base has frequently been delayed. But full-year non-credit enrollment has been included to determine FTES or ADA, when it is reimbursable.

TABLE 3.1

UNDUPLICATED FIRST CENSUS CREDIT ENROLLMENT BY COLLEGE

FALL 1964 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1964	15,306	9,770	4,867	---	9,420	---	14,944	13,723	---	68,030
1965	16,922	9,804	5,853	---	11,139	---	15,447	15,000	---	74,165
1966	18,023	12,359	6,363	---	12,207	---	14,545	15,983	---	79,480
1967	18,137	13,136	6,712	---	12,636	1,044	14,233	16,258	---	82,156
1968	18,745	13,043	7,493	---	14,128	2,537	14,224	18,042	---	88,212
1969	17,463	13,014	7,852	---	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	---	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	---	16,317	3,858	15,645	19,066	4,832	100,692
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	101,515
1973	19,185	15,626	10,050	---	17,335	4,387	16,524	18,609	5,700	107,416
1974	23,514	16,833	10,736	---	21,206	4,655	18,155	21,323	7,240	123,662
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	123,154
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	127,757
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	122,725
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	129,190
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,729	9,768	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	101,857

Source: Enrollment and Attendance Reports, 1964 through 1982, and Computer Report CCAF130, Office of Attendance Accounting, Educational Services Division, 1983 through 1993. Enrollments do not include ITV.

TABLE 3.2

DISTRICT, STATE AND NATIONAL CREDIT ENROLLMENT, FALL 1972 - FALL 1993

	Los Angeles Community Colleges		California Community Colleges		U.S. Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1972	101,515		921,944		2,640,939	
1973	107,416	5.8	1,009,306	9.5	2,889,621	9.4
1974	123,662	15.1	1,136,478	12.6	3,285,482	13.7
1975	134,472	8.7	1,101,548	13.1	3,836,366	16.8
1976	123,154	-8.4	1,075,462	-2.3	3,751,786	-2.2
1977	127,757	3.7	1,115,874	5.3	3,901,769	4.0
1978	122,725	-3.9	1,046,128	-12.3	3,873,690	-0.7
1979	129,190	5.3	1,095,932	7.6	4,056,810	4.7
1980	132,475	2.5	1,124,522	10.9	4,328,782	6.7
1981	137,533	3.8	1,211,845	3.4	4,480,708	3.5
1982	134,737	-2.0	1,164,195	-5.5	4,519,653	0.9
1983	118,538	-12.0	1,049,276	-7.7	4,459,330	-1.3
1984	101,300	-14.5	949,784	-6.0	4,279,097	-4.0
1985	91,779	-9.4	975,233	0.1	4,269,733	-0.2
1986	102,533	11.7	1,050,132	7.7	4,414,129	3.4
1987	102,209	-0.3	1,087,678	3.6	4,541,054	2.9
1988	105,000	2.7	1,130,505	3.9	4,615,487	1.6
1989	108,228	3.1	1,195,390	5.7	4,883,660	5.8
1990	110,690	2.3	1,205,565	0.9	4,996,471	2.3
1991	116,940	5.6	1,218,614	1.1	5,404,815	8.2
1992	114,917	-1.7	1,137,773	-8.5		
1993	101,857	-11.4	1,115,064	-2.0		

Sources: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1983 through Fall 1987, Department of Finance, Sacramento, California; California Postsecondary Education Comission (CPEC)Data Abstracts and Student Profiles, Fall 1988-93; Digest of Educational Statistics, National Center for Educational Statistics, U.S. Department of Education, 1989 - 1992.

TABLE 3.3

UNDUPLICATED FIRST CENUS NON-CREDIT ENROLLMENT BY COLLEGE

FALL 1986 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1986	12	---	407	---	6	---	---	---	---	425
1987	82	342	119	---	---	---	---	---	---	543
1988	577	222	367	---	---	73	281	---	---	1,520
1989	1,208	28	115	512	68	86	588	75	69	2,749
1990	12	71	573	587	---	78	526	22	37	1,906
1991	86	3	745	404	---	111	563	13	3	1,928
1992	152	36	30	304	---	39	18	31	---	610
1993	86	111	12	63	---	333	94	70	1	770

Source: Census Class Enrollment Report D3900, Office of Attendance Accounting, Educational Services Division, 1986 through 1993.

TABLE 3.4

DISTRICT AND STATE NON-CREDIT ENROLLMENT, FALL 1986 - FALL 1993

	Los Angeles Community College District		California Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1986	425		172,931	
1987	543	27.8	173,681	0.4
1988	1,520	179.9	203,524	17.2
1989	2,749	80.9	212,304	4.3
1990	1,906	-30.7	188,998	-11.0
1991	1,928	1.2	156,065	-17.4
1992	610	-68.4	199,142	27.6
1993	770	26.2	126,342	-36.6

Sources: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1986-Fall 1988; STUDENT PROFILES, California Postsecondaty Education Commission, 1989-1993; Office of Attendance Accounting, Educational Services Division, 1986 - 1993.

FIGURE 3.1: DISTRICT UNDUPLICATED CREDIT ENROLLMENT, FALL 1972 - FALL 1993

FIGURE 3.2: UNDUPLICATED CREDIT ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGES FALL 1972 - FALL 1993

FIGURE 3.3: NATIONAL UNDUPLICATED COMMUNITY COLLEGE ENROLLMENT
FALL 1972 - FALL 1992

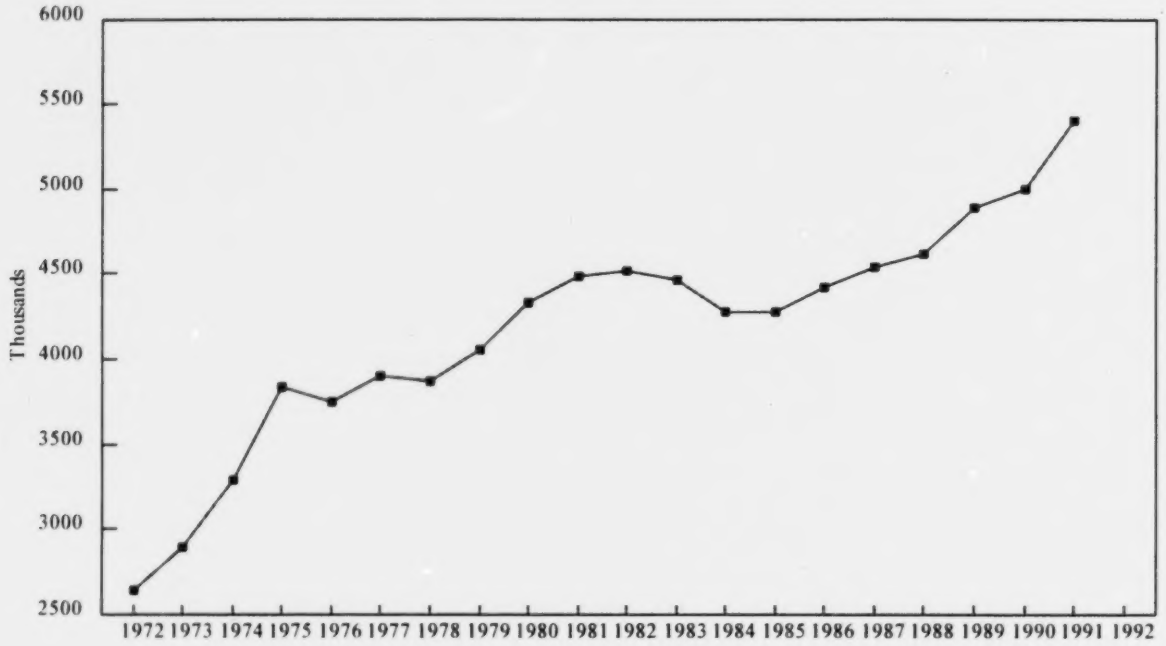


FIGURE 3.4: DISTRICT NON-CREDIT ENROLLMENT, FALL 1986 - FALL 1993

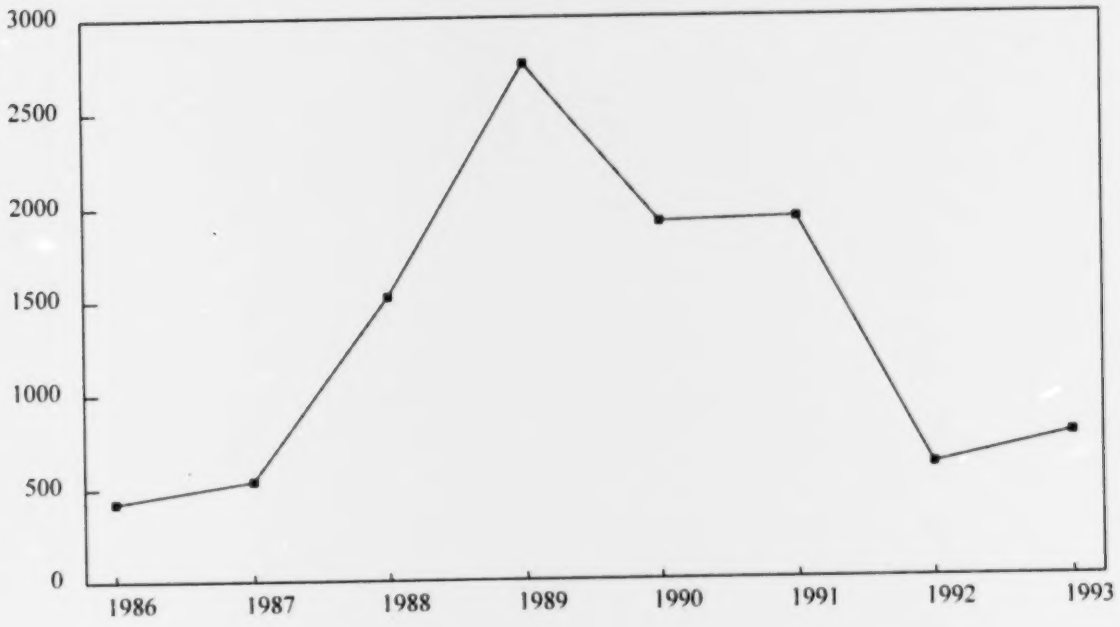
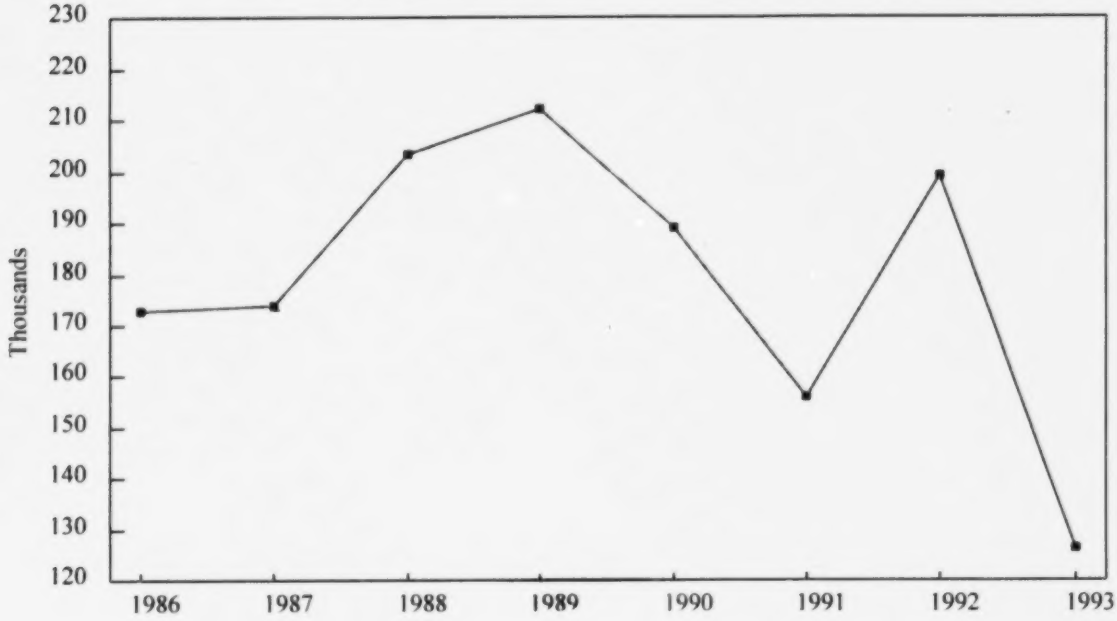


FIGURE 3.5: STATE NON-CREDIT ENROLLMENT, FALL 1986- FALL 1993



MEASURES FOR REIMBURSEMENT

This table covers the two measures that have been used to determine reimbursement by the State for college enrollment. Up to 1991-92, the measure used was Average Daily Attendance (ADA), which has been replaced by FTES (Full -Time Equivalent Student) with the introduction of program-based funding. Both are obtained by formulas that vary according to the different ways in which class participation is measured; i.e. weekly student contact hours (WSCH), positive attendance, daily student contact hours, or independent study.

For example: the ADA for WSCH-measured classes, which "cross" both censuses,was obtained by averaging first and second census enrollment for both semesters; multiplying this average by a discount factor of .911, which represents a hypothetical percentage of enrolled students actually attending classes; multiplying this figure by 35, which represents the number of weeks for both semesters; and dividing the result by 525, which would be the attendance hours per year of a student attending classes fifteen hours a week. Other types of classes use different formulas up to the final step, but 525 was the standard yearly load divisor equalling one ADA.

The formula for calculating FTES is similar, but simpler, since it is accompanied by the elimination of both second census and the .911 discount factor. First Census WSCH is multiplied by the 35-week annualizer, and divided by 525. Of course, the resulting figure is larger than its ADA counterpart.

The positive attendance formula has been used to calculate both ADA and FTES for classes that do not meet at regular hours or that operate on an open-entry exit basis. By law, all non-credit classes must be counted as positive attendance. Under the formula, the actual attendance of each student for each hour is counted, and divided by 525 to obtain the FTES figure.

Summer school classes are counted under the daily census procedure, which is similar to first census. The enrollment for each of two days, which are respectively 20% and 60% of the way through the semester, is averaged, then multiplied by the number of days the class is in session. The product is then divided by 525.

Under program-based funding, four categories of funding additional to instruction are also included in the total FTES count: instructional support such as libraries; student services; maintenance and operations; and administrative overhead. Factors other than class enrollment to be measured will include size of library collections, square footage of facilities, number of employees, and head count enrollment, among others. All are counted in terms of the FTES they generate. By itself, the new format should not increase funding significantly, although it gives colleges a longer interval between enrollment declines and decreasing revenue.

TABLE 4.1

AVERAGE DAILY ATTENDANCE (ADA) BY ACADEMIC YEAR, 1969/70 - 1990/91

Year	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1969/70	13,173	7,924	5,896	---	9,958	1,784	11,428	10,785	2,307	63,255
1970/71	12,673	8,078	6,097	---	10,290	2,092	11,070	10,894	2,626	63,820
1971/72	12,646	8,211	6,326	---	10,915	2,535	11,550	10,507	2,963	65,653
1972/73	12,423	8,676	6,185	---	10,934	2,449	11,649	10,197	2,920	65,433
1973/74	12,653	9,711	6,535	---	11,200	2,667	12,632	11,160	3,390	69,948
1974/75	14,129	10,888	7,261	238	13,247	3,183	14,025	12,935	4,035	79,941
1975/76	15,805	11,820	7,987	1,152	14,097	3,828	14,436	14,258	4,027	87,410
1976/77	12,447	9,732	6,716	1,065	12,279	3,428	12,636	11,771	3,716	73,790
1977/78	11,992	8,911	6,741	1,304	12,250	3,758	12,047	11,367	4,668	73,038
1978/79	10,610	8,026	6,140	1,053	10,887	3,400	10,372	10,360	4,524	65,372
1979/80	11,020	8,892	6,671	1,069	12,058	4,212	10,725	10,850	5,234	70,731
1980/81	11,178	8,837	6,350	1,127	11,490	3,755	11,110	10,368	5,338	69,553
1981/82	11,437	9,186	6,616	1,391	12,230	4,002	11,140	10,320	5,100	71,422
1982/83	11,282	9,461	6,472	1,528	11,727	3,647	11,194	10,390	4,906	70,607
1983/84	9,542	7,993	5,197	1,341	10,318	2,963	9,959	8,954	4,109	60,376
1984/85	8,892	6,826	4,561	1,157	9,550	2,245	9,004	7,943	3,446	53,624
1985/86	7,735	6,298	4,343	1,359	8,839	1,698	8,278	7,415	3,020	48,985
1986/87	7,897	6,614	4,661	1,895	9,278	2,126	8,246	7,943	3,654	52,314
1987/88	7,464	6,446	4,586	1,932	9,041	2,210	7,804	8,019	3,613	51,115
1988/89	7,747	6,810	4,532	2,115	9,110	2,514	8,020	8,153	3,766	52,767
1989/90	8,514	7,386	4,635	2,426	9,402	2,836	7,973	8,505	4,065	55,742
1990/91	8,860	7,553	4,763	2,983	9,382	3,599	8,110	8,769	4,212	58,231

Source: Enrollment and Attendance Reports, 1977-1982, and ADA Report CCAF320, Office of Attendance Accounting, 1983-1991. ITV's ADA, which was 484 in 1981/82 and 265 in 1990-91, was included in the District total until 1989-90, when it was assigned to City College.

TABLE 4.2

STUDENT FULL-TIME EQUIVALENT (FTES) BY ACADEMIC YEAR, 1987/88 - 1993/94

Year	City*	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District*
1987/88	8,904	7,544	5,406	2,217	10,797	2,666	9,061	9,670	4,338	60,798
1988/89	9,234	8,074	5,389	2,420	10,980	2,966	9,319	9,785	4,510	62,932
1989/90	10,056	8,635	5,433	2,688	11,211	3,252	9,206	10,086	4,806	65,623
1990/91	10,101	8,787	5,569	3,365	11,142	4,141	9,388	10,338	5,003	68,169
1991/92	10,257	8,880	6,051	3,867	11,305	4,508	10,234	10,837	5,151	71,466
1992/93	10,698	9,068	5,466	3,990	10,884	3,812	10,358	10,590	4,905	69,770
1993/94	9,720	9,422	5,245	3,285	9,477	4,013	9,871	9,692	4,633	65,356

Source: Apportionment Attendance Report CCAF320, Office of Attendance Accounting, Educational Services Division.

*From 1992/93, City's figure includes ITV. In all other years, ITV's FTES is included in the District total only.

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FIGURE 4.1: DISTRICT AVERAGE DAILY ATTENDANCE, 1971/72 - 1990/91

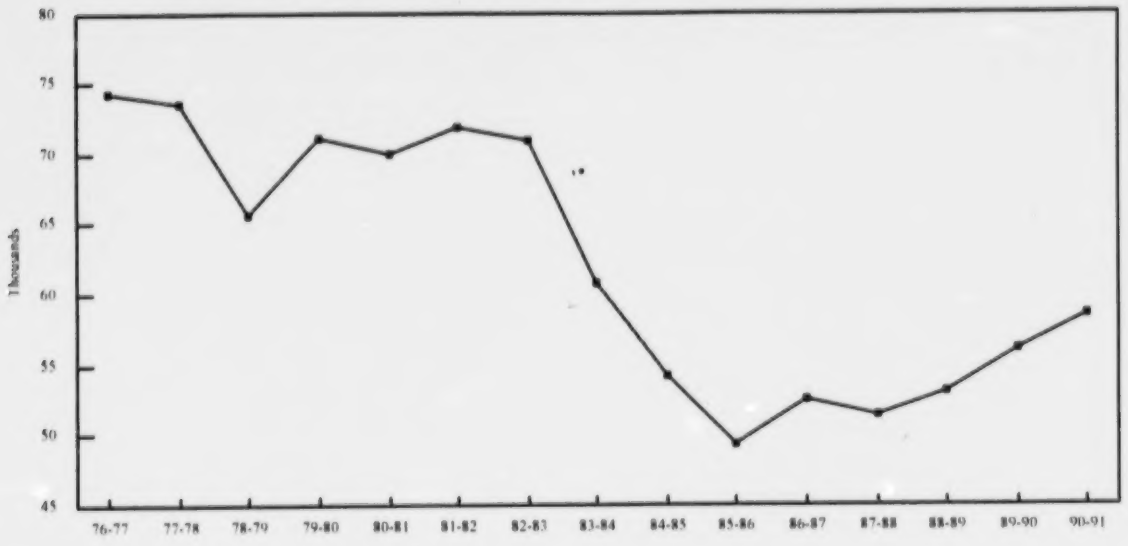
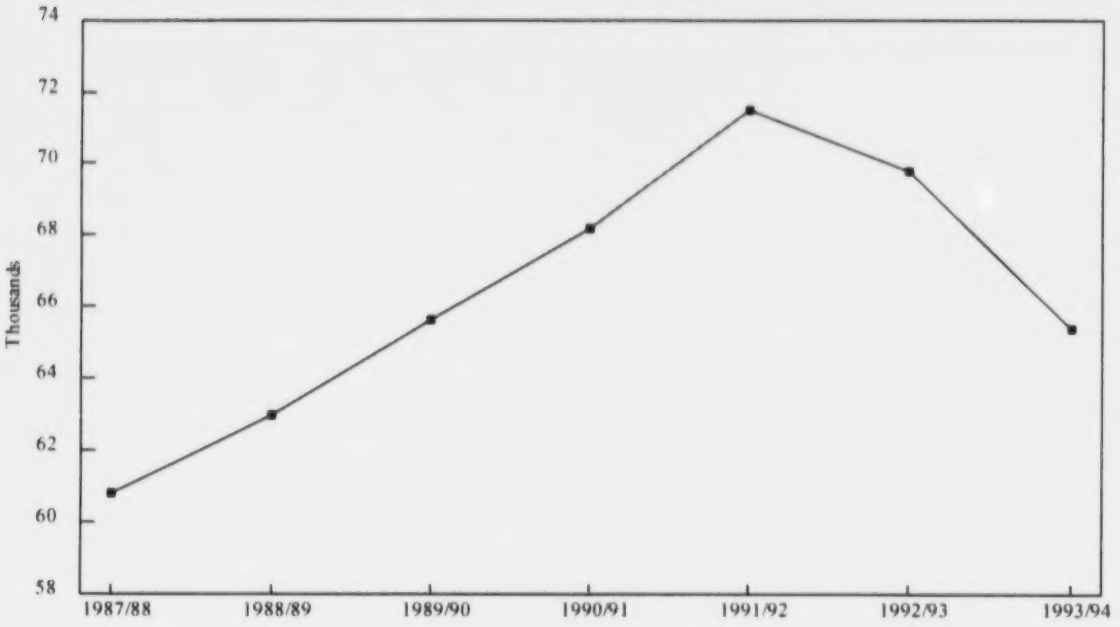


FIGURE 4.2: DISTRICT STUDENT FTE, 1987/88 - 1993/94



ENROLLMENT BY GENDER

Figure 5 shows that after 1976, the proportions of males and females in the District as a whole reversed themselves, as females became the majority. Gender percentages evolved from 56% male and 44% female in Fall 1972 to precisely the reverse by Fall 1991; this trend has continued very gradually. Females have increased their percentages at all colleges, and are the majority at all colleges except Trade-Tech, where the female share of the student body has risen 19 percentage points since 1972. The greatest increase in female participation occured before 1980; since that time it has fluctuated within a range of two or three percentage points at most colleges.

FIGURE 5: DISTRICT UNDUPLICATED ENROLLMENT BY GENDER

FALL 1972 - FALL 1993

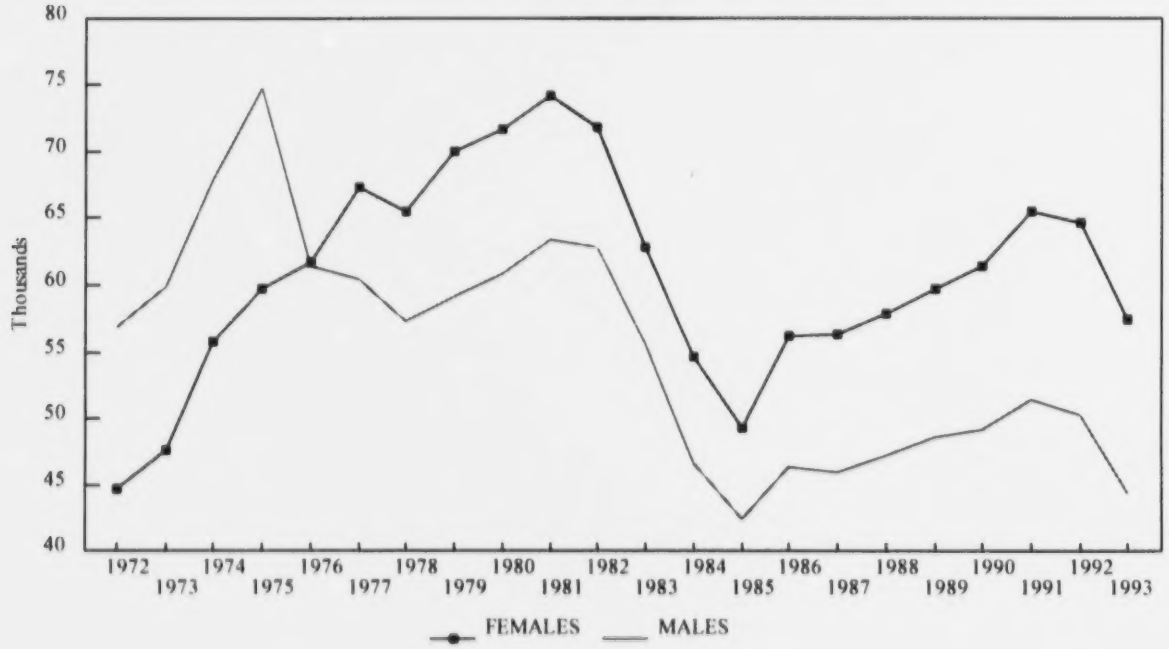


TABLE 5

ENROLLMENT BY GENDER AND COLLEGE, FALL 1972 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Female											
1972	51.3	41.7	46.0	----	43.3	57.4	28.0	47.4	45.9	44.0	44,628
1975	43.7	41.3	48.0	58.4	46.1	54.5	28.6	49.5	52.9	44.4	59,671
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
1986	50.5	58.0	58.4	69.1	51.6	71.8	39.6	56.4	63.0	54.8	56,203
1987	50.9	58.0	57.2	69.4	51.8	70.2	40.2	56.2	63.6	55.1	56,316
1988	51.0	58.4	57.6	68.3	52.5	67.2	41.9	56.0	62.4	55.1	57,903
1989	51.1	57.9	58.1	65.4	52.6	68.5	41.9	56.3	61.0	55.1	59,659
1990	52.3	57.3	58.9	66.9	53.0	67.8	42.3	56.3	61.3	55.5	63,794
1991	53.2	56.8	59.6	64.5	53.7	68.3	43.9	56.7	61.7	56.0	65,493
1992	53.6	57.2	58.5	64.4	54.4	69.3	46.0	56.1	61.8	56.2	64,582
1993	53.1	57.2	58.5	64.6	55.3	72.1	47.3	55.3	62.5	56.5	57,510
Percent Male											
1972	48.7	58.3	54.0	----	56.7	42.6	72.0	52.6	54.1	56.0	56,887
1975	56.3	58.7	52.0	41.7	53.9	45.5	71.4	50.5	47.1	55.6	74,801
1980	46.9	44.9	45.1	31.8	47.1	31.6	63.3	42.3	38.5	45.9	60,793
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
1986	49.5	42.0	41.6	30.9	48.4	28.2	60.4	43.6	37.0	45.2	46,330
1987	49.1	42.0	42.8	30.6	48.2	29.8	59.8	43.8	36.4	44.9	45,893
1988	49.0	41.6	42.4	31.7	47.5	32.8	58.1	44.0	37.6	44.9	47,097
1989	48.9	42.1	41.9	34.6	47.4	31.5	58.1	43.7	39.0	44.9	48,569
1990	47.7	42.7	41.1	33.1	47.0	32.2	57.7	43.7	38.7	44.5	49,242
1991	46.8	43.2	40.4	35.5	46.3	31.7	56.1	43.3	38.3	44.0	51,447
1992	46.4	42.8	41.5	35.6	45.6	30.7	54.0	43.9	38.2	43.8	50,335
1993	46.9	42.8	41.5	35.4	44.7	27.9	52.7	44.7	37.5	43.5	44,347
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982; Computer Report CCAF130, Office of Attendance Accounting, 1983-1987; and student data tape 551, Educational Services Division, 1988 through 1993.
Note: The number of females at East, Harbor and Trade-Tech in 1975 have been interpolated from the 1974 and 1976 figures, due to apparent data collection errors at those schools in 1975.

ENROLLMENT BY ETHNICITY

Data on student ethnicity have been obtained from reponses to a multiple-choice question on the student application. Until 1990-91 the choices were the four listed on this table: Asian, Black, Hispanic and White, along with Other. Beginning in Fall 1990, a new application listed 18 ethnic categories. The data obtained from the new or returning students filling out this application have been consolidated into the four "old" categories listed on this table. Thus the Asian group includes students identifying themselves as Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Indian Subcontinent, Pacific Islander, and Other Asian. Blacks would check only "Black, African-American", while Hispanic would include Mexican/Chicano, Central or South American, and Other Hispanic. White students would pick "Caucasian, White", while students choosing American Indian, Alaska Native, Other Non-white, or Decline to State, would be placed in the "Other" category. Space does not permit the inclusion of this category, which has accounted for only 1.7% of the total District student population in the past two years.

FIGURE 6: DISTRICT UNDUPLICATED ENROLLMENT BY ETHNICITY, FALL 1972 - FALL 1993

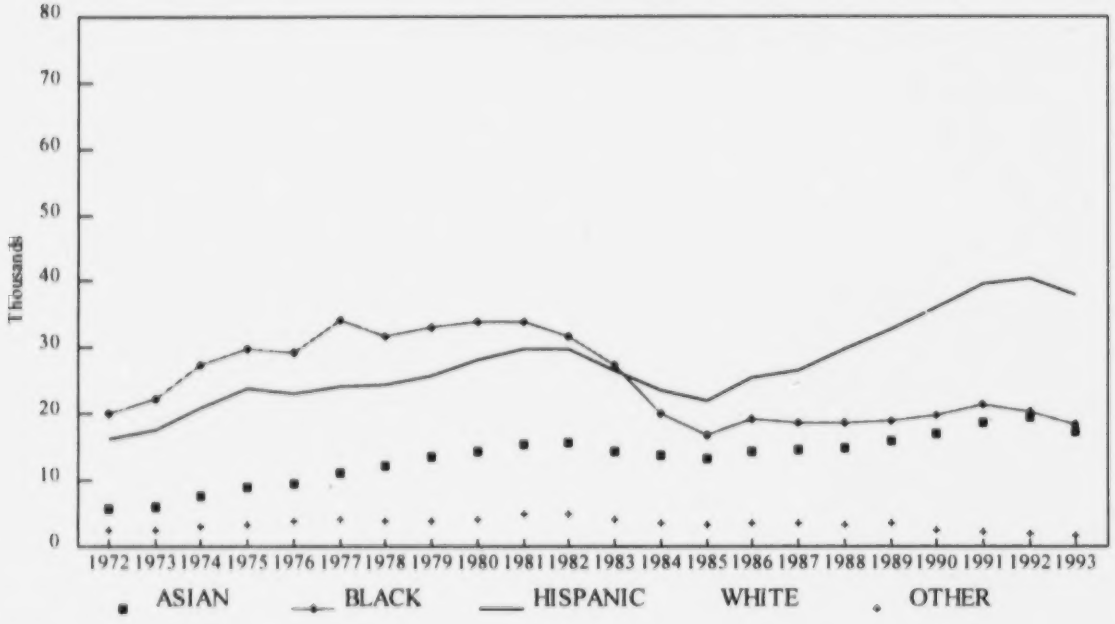


TABLE 6

ENROLLMENT BY ETHNICITY AND COLLEGE, FALL 1972 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Asian											
1972	11.6	8.0	8.3	---	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
1989	25.3	20.7	15.0	4.7	13.1	0.8	14.7	12.5	10.4	14.8	16,013
1990	24.8	21.7	16.4	5.9	14.9	1.2	14.4	13.8	10.4	15.5	17,173
1991	24.9	22.4	17.9	5.8	16.9	1.4	13.5	15.3	10.6	16.1	18,777
1992	25.6	22.2	19.2	6.6	18.9	1.4	13.1	16.6	11.1	17.0	19,517
1993	23.8	21.6	19.5	6.8	20.0	1.2	13.0	17.4	10.8	17.0	17,417
Percent Black											
1972	32.0	5.1	10.5	---	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,945
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
1989	16.1	3.5	14.0	8.2	3.7	71.3	31.7	6.7	48.0	17.7	19,085
1990	15.3	3.1	14.8	7.0	3.7	71.7	31.8	7.2	50.1	18.1	19,917
1991	14.8	2.8	14.5	7.1	4.0	71.8	32.5	7.4	52.5	18.3	21,293
1992	14.5	2.6	13.9	6.3	4.3	75.5	33.3	7.3	53.0	17.8	20,381
1993	14.5	2.3	14.7	6.4	4.6	75.8	33.6	7.5	53.8	18.2	18,548
Percent Hispanic											
1972	14.5	52.3	13.8	---	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
1989	36.2	68.4	24.8	47.0	10.0	25.5	38.6	20.5	10.5	30.5	33,031
1990	38.3	68.9	26.5	51.5	12.0	25.3	40.6	22.9	12.5	32.6	35,972
1991	38.8	69.2	28.2	56.5	13.0	25.4	42.0	24.2	13.6	33.9	39,440
1992	38.4	70.1	31.5	59.1	13.6	21.9	43.6	25.4	14.1	35.4	40,498
1993	39.2	71.6	34.0	61.5	15.8	22.0	43.9	27.1	15.6	37.2	37,944
Percent White											
1972	38.5	32.7	64.1	---	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
1989	18.6	5.5	43.2	37.4	69.0	1.5	12.1	56.3	27.1	33.7	36,508
1990	19.2	5.0	40.6	33.8	66.0	1.1	11.3	53.2	24.1	31.4	35,036
1991	19.7	4.6	38.1	29.2	63.2	0.9	10.5	50.8	21.2	30.0	35,272
1992	19.9	4.3	34.3	26.6	60.5	0.8	8.6	48.6	19.7	28.1	32,579
1993	20.9	3.7	30.5	23.9	56.9	0.8	8.2	45.6	17.3	25.9	26,653
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,720	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Attendance Accounting, Educational Services Division, 1974 through 1977, and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1993. Note: Enrollment percentages from "Other" ethnic groups are not shown here.

ENROLLMENT BY AGE

The age of a student is the characteristic most relevant to college attendance. Persons between 18 and 24 are the most likely to be college undergraduates. The most conspicuous trend in age groups during the 1980s was the decline in numbers and percentages of students under 20, who have represented the "traditional" age cohort for two-year colleges. In 1972, the teenage group was tied with those in their early 20s; since then, they have become fewer as the Baby Boomers have grown into older age groups, and have not been replaced by numbers as great as theirs. The younger students are not expected to approach their baby boom enrollment levels in the near future. The enrollment increases of recent years have occured in the three older age groups, while the under 20s continued to decline in numbers. But, as Figures 7.2 and 7.3 show, they still attend in the greatest numbers of any age group, and carry the heaviest hour loads; more than half are full-time students.(See also *Clearer Thinking about Student Characteristics as a Guide to Policy Planning*, Office of Research and Planning, May 1993).

FIGURE 7.1: DISTRICT UNDUPLICATED ENROLLMENT BY AGE, FALL 1972 - FALL 1993

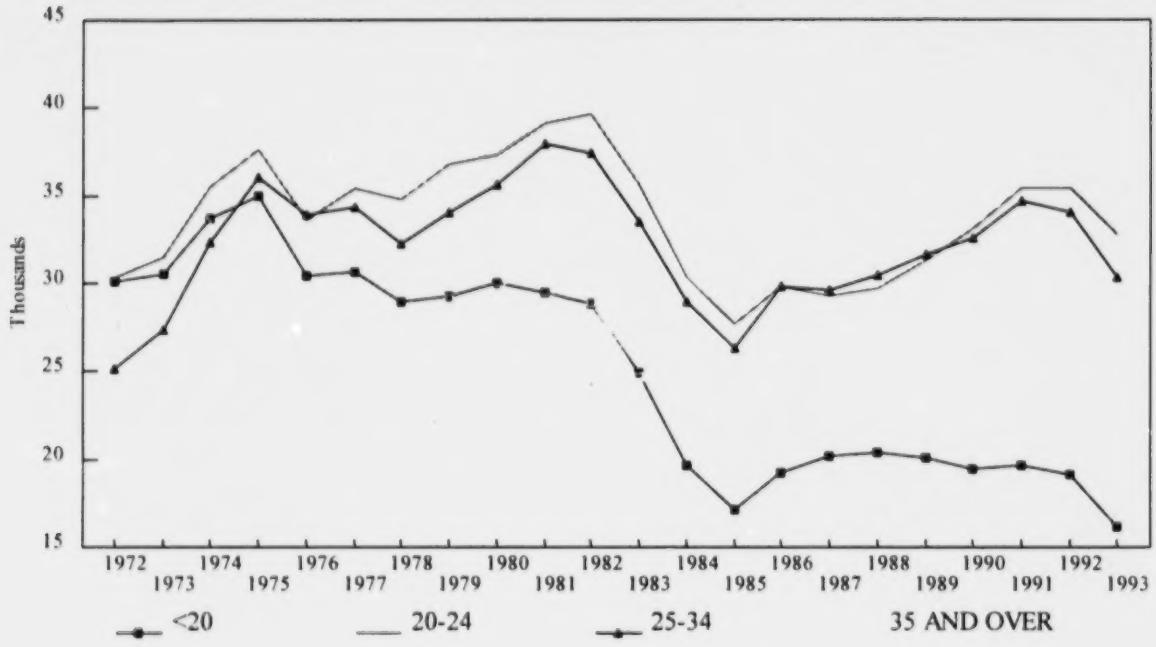


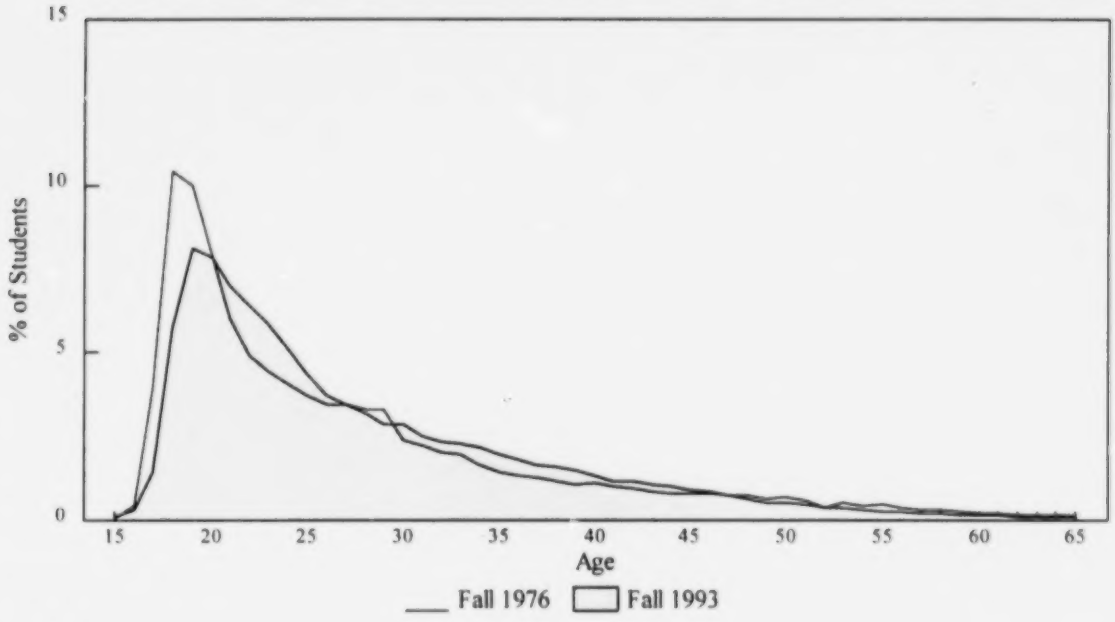
TABLE 7

ENROLLMENT BY AGE AND COLLEGE, FALL 1972 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Under 20											
1972	24.7	28.1	38.2	---	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
1989	12.4	22.0	21.4	13.6	27.8	13.3	14.5	19.2	14.1	18.6	20,110
1990	11.9	20.2	20.7	13.5	26.1	12.1	13.0	19.1	13.3	17.6	19,463
1991	11.5	19.2	19.4	14.6	23.9	12.5	13.2	17.7	13.4	16.8	19,606
1992	11.0	17.9	21.0	17.4	24.0	12.2	13.2	17.0	11.9	16.6	19,089
1993	9.7	16.3	21.6	17.4	23.8	10.2	11.7	17.3	11.5	15.9	16,166
Percent 20 - 24											
1972	32.6	34.4	28.4	---	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
1989	29.1	34.1	29.3	19.3	32.2	22.7	25.5	30.1	25.5	28.9	31,230
1990	29.0	35.5	29.0	20.5	32.9	26.0	27.1	31.3	26.5	29.8	33,024
1991	29.6	36.4	30.0	22.2	32.9	26.3	27.3	31.1	27.9	30.2	35,334
1992	29.9	36.7	31.8	24.0	33.1	26.4	27.4	31.2	28.8	30.8	35,341
1993	30.9	39.2	33.4	26.5	33.5	26.8	29.0	32.6	29.2	32.1	32,732
Percent 25 -34											
1972	28.3	22.4	18.9	---	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
1989	34.4	27.3	24.6	28.0	23.2	33.7	33.0	29.1	31.5	29.1	31,545
1990	34.4	27.7	25.1	28.5	23.8	33.8	33.6	28.7	32.1	29.4	32,552
1991	34.4	27.7	25.5	28.4	24.8	34.1	34.0	28.4	31.6	29.6	34,598
1992	33.9	28.6	24.7	27.8	24.8	33.9	33.7	28.6	32.5	29.6	33,987
1993	33.3	27.8	25.4	27.0	25.2	35.7	34.0	28.5	34.3	29.8	30,333
Percent 35 and Over											
1972	14.4	15.1	14.5	---	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
1989	24.2	16.5	24.7	39.2	16.8	30.3	27.0	21.6	28.9	23.4	25,343
1990	24.8	16.6	25.3	37.5	17.3	28.1	26.3	20.9	28.2	23.2	25,651
1991	24.6	16.8	25.1	34.8	18.4	27.0	25.6	22.8	27.1	23.4	27,403
1992	25.3	16.8	22.5	30.9	18.1	27.5	25.7	23.3	26.7	23.1	26,500
1993	26.1	16.6	19.5	29.2	17.4	27.3	25.3	21.5	25.0	22.2	22,626
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

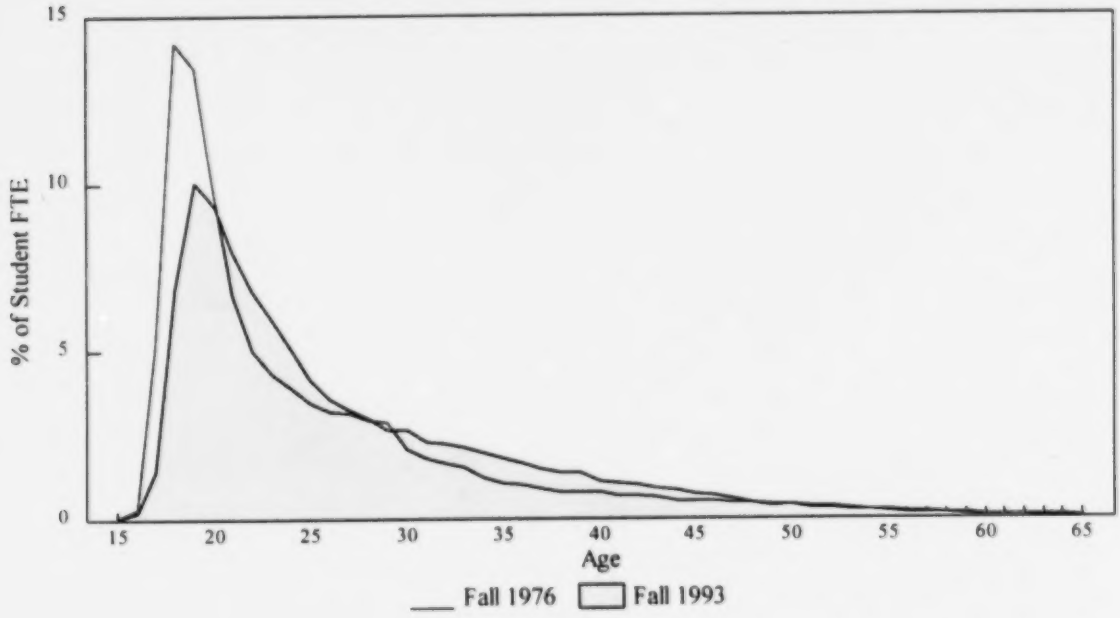
Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Enrollment Management, Division of Educational Research and Development, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1993.

FIGURE 7.2: DISTRICT AGE HEADCOUNT DISTRIBUTIONS, FALL 1976 AND FALL 1993



Note: Median Age by Headcount = 25; Mean = 28

FIGURE 7.3 DISTRICT AGE DISTRIBUTIONS BY FTE, FALL 1976 AND FALL 1993



Note: Fall 1993 Median Age weighted to FTE = 24; Mean (Average) = 27

ENROLLMENT BY UNIT/HOUR LOAD

We have presented student load data in two tables because the two measures of load often do not match. The number of units a student is carrying at any one time does not necessarily reflect the number of hours per week he or she is attending class. Part of this difference is due to the fact that laboratory classes traditionally require more weekly class hours than their unit values. For example: a four-unit Physics class meets four hours a week for lecture and two hours for lab each week, and a five-unit Professsional Baking class meets ten hours a week.

A more substantial difference is created by modular class scheduling, wherein a given class meets for only a six- or nine-week session, and a student takes two or three classes consecutively during the semester. A student in Automotive Mechanics, for example, would register for a sequence of three consecutive three-unit modules, and thus complete nine units over the course of the semester. But at the point of first census, which is the source date of information for all the student characteristics tables, this student would appear to be enrolled for only three units. Measured by unit load only, programs that are organized on the modular principle could appear to have no full-time students, when in fact most if not all of their students were full-time.

Comparison of the two tables reveals the discrepancy. The Unit load table shows only 28% of District students attending full-time, whereas in hour terms 38% are full-time students, a difference of ten percentage points. Students attending fewer than six hours are only 27% of the District student body, while those carrying fewer than six units at census are 35%. Full-time students are the largest group in hour terms, whereas by units the plurality lies in the middle range between six and twelve units. In both categories, full-timers have decreased less in numbers than part-timers.

Neither the unit nor the hour load figures are completely satisfactory measures by themselves. The differences between them suggest that use only of the unit figure in the past has led to some misconceptions about change in attendance patterns. On an hourly basis, well over a third of all District students are enrolled full-time, while slightly quarter of students are so perceived under a unit count. Some individual colleges, notably Southwest and Trade-Tech, are shown to have higher proportions of full-time students, instead of relatively low levels. Also, it appears that the movement toward more modular scheduling in the 1980s caused a decline in the number of full-time students classified by unit load, whereas in fact students were taking more hours of classes during this period than before. When hour load is used as a measure, there seem to be as great a proportion of "traditional" full-time students at the present time as there have ever been in the past.

The Unit is still the "official" state-recognized measure of load, and therefore must be included in this report. But units are most meaningful as a measure of courses completed over the entire semester, as well as the requirements for a degree or certificate.

Both this table and figure series and the following hour load series begin in 1976, because data collected before that date does not include a distinction between the students carrying fewer than 6 units and those with 6 to 11.5 units. Both table and linechart show that the numbers of "full-time" students with 12 units or more have been the lowest of all three groups in every year but one since 1976. But their share has grown in the past two years.

Unfortunately, there are not sufficient historical data on hourly loads to plot trends from year to year over the entire time span since 1976. The Research Office has not collected and saved this data in the past, and not all the tapes on which raw data are stored have been preserved. So there are too many yearly gaps to make a useful line chart, and none has been included. Since there is continuity in the unit data, it is worth inclusion in the *Digest*.

TABLE 8.1

ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1976 - FALL 1993

Percent with Fewer than 6 Units											
1976	31.4	38.1	34.7	54.1	37.5	34.5	38.9	38.9	39.4	37.1	45,639
1980	34.0	41.6	41.8	63.3	41.5	32.4	41.5	44.4	49.7	41.7	55,188
1985	33.2	40.9	39.6	65.3	39.2	43.7	37.8	46.1	45.4	41.2	37,768
1989	33.4	36.7	40.5	48.8	36.6	30.6	40.1	42.8	44.2	38.9	42,131
1990	34.3	36.1	40.2	46.8	37.7	28.5	40.1	41.9	41.5	38.5	42,576
1991	34.8	34.6	38.5	43.7	38.0	28.0	39.1	43.0	40.1	38.1	44,540
1992	33.7	36.6	36.9	41.7	36.4	34.7	37.3	41.7	36.9	37.4	42,924
1993	29.1	33.7	32.9	39.3	33.5	30.7	35.0	39.7	36.9	34.5	35,123
Percent with 6 To 11.5 Units											
1976	36.4	34.3	32.5	31.5	33.2	41.9	25.8	33.9	34.1	33.4	41,098
1980	35.2	32.6	31.2	27.8	29.9	40.3	28.4	32.5	31.5	32.1	42,477
1985	34.4	31.6	30.1	19.9	32.2	34.6	32.5	32.8	34.0	32.2	29,508
1989	37.2	35.1	31.3	23.3	32.1	30.3	34.8	34.8	35.4	33.7	36,455
1990	36.7	37.2	32.5	24.6	32.7	45.2	33.4	35.8	35.5	35.0	38,689
1991	36.3	37.3	32.1	34.9	33.2	48.3	35.7	34.8	37.0	35.9	41,993
1992	36.5	36.0	34.3	34.4	34.7	43.4	37.2	35.9	40.5	36.5	41,925
1993	37.5	37.9	34.8	37.8	34.8	46.2	37.8	36.8	38.9	37.4	38,117
Percent with 12 or More Units											
1976	32.1	27.7	32.8	14.4	29.4	23.6	35.4	27.3	26.5	29.6	36,417
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
1989	29.4	28.1	28.2	28.0	31.3	39.1	25.0	22.4	20.4	27.4	29,643
1990	29.0	26.7	27.4	28.5	29.6	26.2	26.5	22.3	22.9	26.6	29,425
1991	29.0	28.1	29.3	21.4	28.8	23.6	25.2	22.1	22.9	26.0	30,407
1992	29.8	27.3	28.7	23.8	28.9	22.0	25.5	22.4	22.5	26.2	30,068
1993	33.4	28.3	32.3	22.9	31.7	23.2	27.2	23.5	24.1	28.1	28,616
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: Student Data Tape 551, Data Processing Branch, Business Services Divison, 1976 through 1993.

Note: Data delineating the two categories of less than 12 units are not available for the years before 1976.

FIGURE 8: DISTRICT UNDUPLICATED ENROLLMENT BY UNIT LOAD, FALL 1972 - FALL 1993

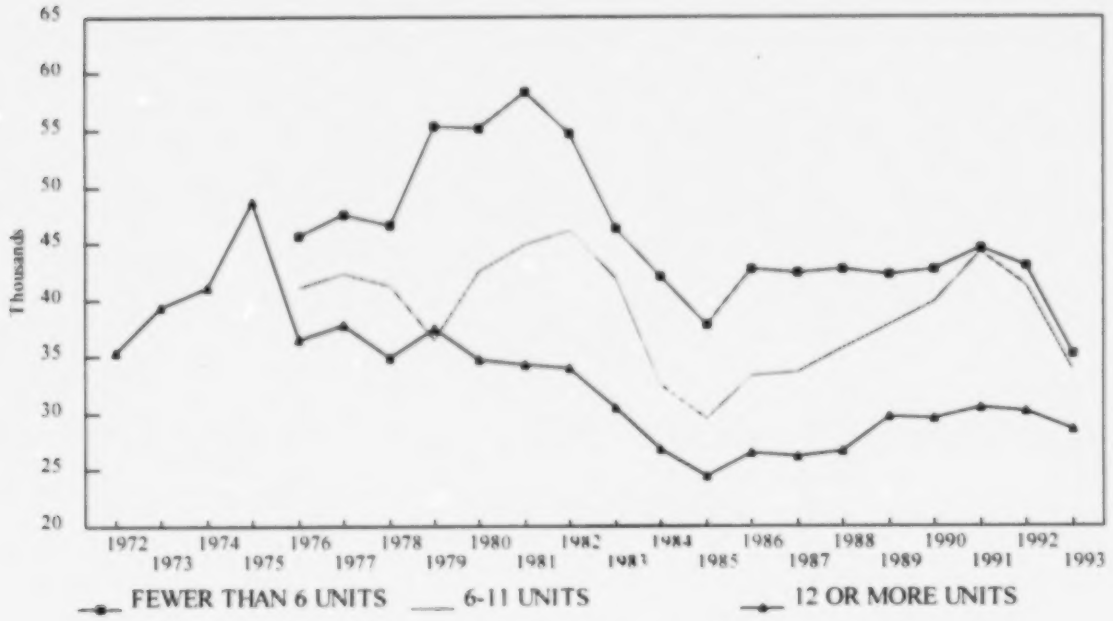


TABLE 8.2

ENROLLMENT BY HOUR LOAD AND COLLEGE, FALL 1976 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent with Fewer than 6 Hours											
1976	25.8	31.3	28.5	52.1	31.2	30.4	25.8	32.6	35.9	30.3	37,290
1980	27.6	35.8	35.6	56.9	34.4	27.0	25.6	38.6	42.3	34.1	45,224
1985	25.8	34.5	31.7	56.6	30.9	33.3	20.6	39.0	37.2	32.2	29,597
1989	27.8	31.0	32.8	45.3	31.6	24.6	25.6	37.2	38.3	32.3	34,923
1990	29.4	30.7	33.6	41.8	31.6	22.4	25.9	35.6	35.1	31.6	35,005
1991	29.7	28.2	31.2	38.9	32.6	21.6	24.4	35.5	32.5	30.8	36,022
1992	29.1	30.3	29.6	36.0	31.0	25.7	21.8	35.2	29.6	30.0	35,117
1993	24.2	27.7	24.9	32.2	27.5	20.7	20.7	33.1	28.9	26.9	27,426
Percent with 6 to 11.5 Hours											
1976	33.7	33.1	32.4	29.3	31.5	37.5	33.2	33.9	33.5	33.2	40,845
1980	34.0	32.4	30.4	31.2	30.1	38.2	33.0	32.3	33.1	32.4	42,983
1985	31.1	29.6	25.7	18.9	29.9	32.2	28.6	30.3	29.4	29.2	26,804
1989	36.3	34.3	31.7	24.6	31.5	29.4	31.9	35.4	35.6	33.2	35,925
1990	34.9	35.6	30.9	27.0	32.7	29.9	32.0	36.3	35.3	33.5	37,127
1991	35.2	36.6	30.7	31.9	32.3	33.5	32.8	36.3	37.9	34.4	40,189
1992	34.6	34.7	32.5	30.3	33.5	34.8	33.1	36.1	40.9	34.6	39,707
1993	35.7	36.0	32.9	34.0	33.0	32.3	32.0	36.5	39.1	34.7	35,384
Percent with 12 or More Hours											
1976	40.5	35.6	39.1	18.6	37.2	32.1	41.0	33.6	30.6	36.6	45,019
1980	38.4	31.9	33.9	11.9	35.5	34.7	41.4	29.1	24.6	33.4	44,268
1985	43.1	35.8	42.6	24.5	39.3	34.5	50.8	30.7	33.4	38.5	35,378
1989	35.9	34.6	35.5	30.2	36.8	46.0	42.5	27.3	26.1	34.5	37,380
1990	35.7	33.7	35.6	31.2	35.7	47.7	42.1	28.1	29.7	34.8	38,559
1991	35.1	35.2	38.1	29.2	35.1	44.9	42.8	28.2	29.6	34.8	40,732
1992	36.3	35.0	37.9	33.7	35.5	39.5	45.2	28.7	29.5	35.4	40,701
1993	40.1	36.3	42.1	33.8	39.6	47.0	47.3	30.4	32.0	38.3	39,047
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: Student Data Tape 551, Data Processing Branch.

ENROLLMENT BY CLASS LEVEL

The concepts of "freshman" and "sophomore" have become more and more irrelevant to community college life over the past two decades. The growing diversity of student ages, study skills and attendance patterns within District colleges renders these borrowed terms meaningless in terms of personal development and progress toward goals. Their only definition is in the number of college units completed. The sophomore category should normally include those with over 60 units but no degree; the latter group has been separated for more detailed analysis.

The units recorded in this table include those earned at any of the Los Angeles District colleges. A student may move from college to college within the District, between semesters or after intervals of no attendance, but retains only one transcript, which accumulates records from all colleges. The student is counted for the college attended in Fall 1993.

FIGURE 9: DISTRICT UNDUPLICATED ENROLLMENT BY CLASS LEVEL, FALL 1972 - FALL 1993

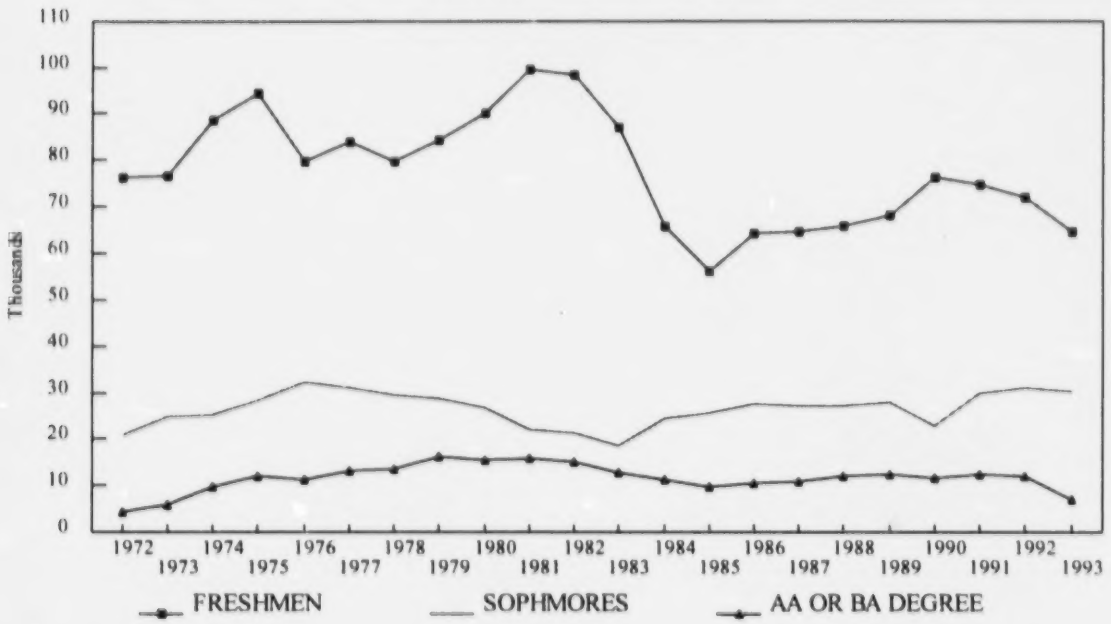


TABLE 9

ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 - FALL1993

Percent Freshmen (less than 30 units)											
1972	75.3	73.1	71.7	---	73.3	79.0	73.4	82.4	65.7	74.9	76,084
1975	69.4	66.9	66.0	85.4	65.6	76.4	84.5	63.8	68.8	69.6	93,541
1980	66.1	68.1	66.0	76.1	65.1	80.2	75.2	65.1	66.0	68.1	90,233
1985	57.3	62.1	61.3	66.6	59.2	64.4	66.8	58.6	66.6	61.3	56,280
1989	60.0	63.1	63.0	65.8	60.5	75.6	66.9	60.8	61.4	62.8	69,552
1990	67.4	71.2	68.3	73.9	66.3	78.0	73.2	65.1	64.4	68.8	76,119
1991	60.9	64.1	62.4	71.1	61.7	70.5	70.6	61.0	61.3	63.9	74,727
1992	60.5	64.2	63.4	68.7	58.1	65.5	70.7	59.1	58.9	62.5	71,816
1993	59.1	61.9	66.1	67.3	64.4	65.5	69.1	60.5	62.4	63.4	64,581
Percent Sophomores (30 to 59.5 units)											
1972	18.2	18.2	22.9	---	19.6	15.1	15.9	9.6	27.6	17.3	17,611
1975	15.8	17.6	21.2	6.1	19.2	16.8	6.7	20.8	16.6	16.5	22,238
1980	14.2	14.6	15.0	8.3	14.9	10.9	11.8	14.2	10.4	13.5	17,878
1985	17.7	17.2	17.1	12.4	18.0	18.4	16.3	17.2	13.2	16.9	15,501
1989	14.0	16.3	14.8	13.4	16.4	11.2	14.0	15.8	11.8	14.7	16,280
1990	12.5	13.3	12.5	10.3	14.5	10.4	11.8	14.5	11.9	12.9	14,267
1991	15.7	17.7	15.2	12.6	16.3	15.0	13.0	15.6	13.9	15.3	17,905
1992	16.3	17.2	15.7	14.5	18.1	17.2	13.0	16.3	16.4	16.2	18,646
1993	18.9	19.7	17.2	17.4	17.3	18.1	15.2	18.5	16.6	17.8	18,131
Percent Other Undergraduates (60 and more units but no degree)											
1972	3.5	4.1	2.6	---	2.4	3.5	5.3	2.9	2.5	3.4	3,480
1975	5.2	5.2	6.8	2.5	5.6	4.1	3.2	5.4	4.7	5.0	6,827
1980	8.4	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	8,955
1985	13.6	12.5	10.1	6.4	11.8	11.8	10.4	10.0	8.6	11.1	10,187
1989	12.9	12.7	9.6	9.8	11.4	8.6	10.9	10.7	9.8	11.1	12,307
1990	9.0	7.9	6.7	5.7	7.8	6.7	7.2	8.3	7.2	7.7	8,491
1991	12.0	11.2	9.7	7.0	10.1	9.3	9.5	10.4	9.0	10.1	11,841
1992	12.4	11.9	9.7	7.8	11.4	11.6	9.5	10.3	10.0	10.7	12,349
1993	15.1	13.6	9.6	9.3	10.4	11.4	10.9	11.7	11.4	11.8	12,067
Percent AA or Higher Degree											
1972	3.0	4.6	2.8	---	4.7	2.4	5.4	5.2	4.3	4.3	4,340
1975	9.6	10.3	8.4	6.1	9.6	2.8	5.6	10.0	9.9	8.8	11,867
1980	11.2	12.1	13.1	11.7	12.4	4.8	5.4	13.4	18.3	11.6	15,409
1985	11.4	8.2	11.5	14.6	10.9	5.4	6.6	14.1	11.6	10.7	9,811
1989	13.0	7.9	12.6	11.0	11.7	4.6	8.3	12.7	17.1	11.3	12,551
1990	11.2	7.6	12.5	10.2	11.5	4.8	7.7	12.2	16.4	10.7	11,812
1991	11.4	7.0	12.7	9.4	11.9	5.2	6.9	13.0	15.7	10.7	12,467
1992	10.7	6.7	11.2	9.1	12.4	5.7	6.7	14.3	14.7	10.5	12,107
1993	6.8	4.9	7.1	5.9	7.9	5.0	4.9	9.3	9.6	6.9	7,078
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	99.9	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: Student Data Tape 551, Data Processing Branch.

BEST COPY AVAILABLE

ENROLLMENT BY TIME OF DAY

As the District student population has aged, the percentage of evening students has risen in most years. This has occurred districtwide since 1976, although at an irregular rate, since cutbacks in hourly personnel have reduced the number of evening classes in some years. In Fall 1993 the trend was reversed, as evening students declined less than those attending only in the day. Colleges like Mission and Southwest, which accomodate larger numbers of older working students attending part-time, have the greatest portions of evening students. The popular Project for Adult College Education (PACE) program, with its evening and Saturday classes, has boosted evening enrollment wherever it is offered.

Students attending both during the day and the evening are a category not distinguished in the data before 1976. In recent years their percentage has gradually increased, and in Fall 1993 they decreased less proportionally than both other groups.

FIGURE 10: DISTRICT UNDUPLICATED ENROLLMENT BY TIME OF DAY, FALL 1972 - FALL 1993

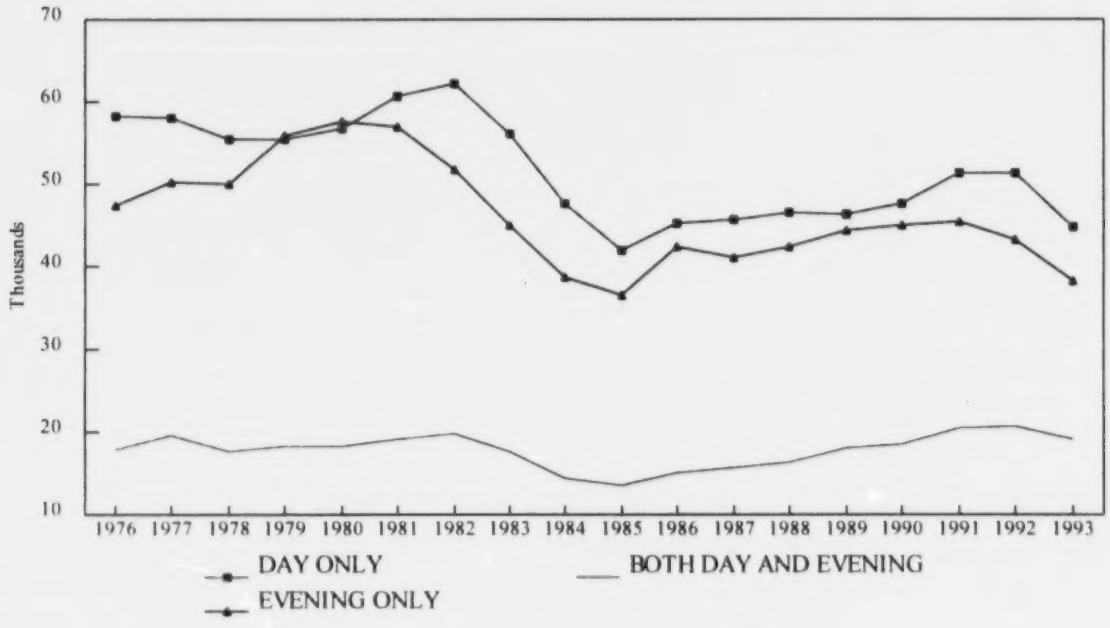


TABLE 10

ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
1989	49.9	37.8	43.1	30.3	46.3	42.5	48.6	39.1	36.6	42.7	46,161
1990	47.4	37.5	43.8	29.5	48.7	41.1	47.0	40.9	38.5	42.9	47,440
1991	48.8	38.8	44.3	31.5	48.7	42.3	51.6	41.3	36.9	43.8	51,229
1992	49.6	38.0	44.7	35.8	49.7	44.8	53.1	41.6	36.5	44.6	51,293
1993	49.9	37.0	47.6	28.1	41.8	44.9	55.7	44.2	37.2	43.9	44,712
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
1989	20.0	19.1	17.8	17.7	19.1	11.7	8.3	14.9	16.7	16.5	17,887
1990	17.3	21.2	17.1	19.1	19.0	12.2	9.1	15.7	16.8	16.6	18,427
1991	18.2	20.4	18.8	23.2	19.4	14.4	10.9	15.9	16.9	17.5	20,438
1992	19.3	20.4	18.9	22.3	19.9	13.2	10.8	17.1	17.4	17.9	20,539
1993	18.6	22.8	19.5	23.0	22.8	11.4	10.9	18.2	16.7	18.7	19,000
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
1989	30.0	43.1	39.1	52.1	34.6	45.8	43.1	46.0	46.8	40.8	44,180
1990	35.2	41.3	39.1	51.4	32.3	46.7	43.9	43.4	44.7	40.5	44,823
1991	32.9	40.7	37.0	45.4	31.9	43.3	37.5	42.8	46.3	38.7	45,273
1992	31.1	41.6	36.5	41.9	30.4	42.0	36.1	41.3	46.1	37.5	43,085
1993	31.5	40.2	32.8	48.9	35.4	43.7	33.4	37.6	46.1	37.5	38,145
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977 and Student Data Tape 551, Data Processing Branch, from 1978.

ENROLLMENT BY ENTERING STATUS

In entering status categories, "first time" indicates students entering from high school, without attending any college before; "new transfer" students are entering the college for the first time from another college; "returning" includes all students that have attended before but have "stopped out" for at least one semester, whether or not they have attended another college in the interim, in which case they are "returning transfers"; "continuing" students have attended the college during the previous regular (fall or spring) semester.

This year all categories declined in numbers, but the percentage of continuing students continued to rise as all entering student categories decreased or remained the same. New students suffered their third year of numerical decline, although their percentage was virtually unchanged from Fall 1992.

FIGURE 11: DISTRICT UNDUPLICATED ENROLLMENT BY ENTERING STATUS

FALL 1972 - FALL 1993

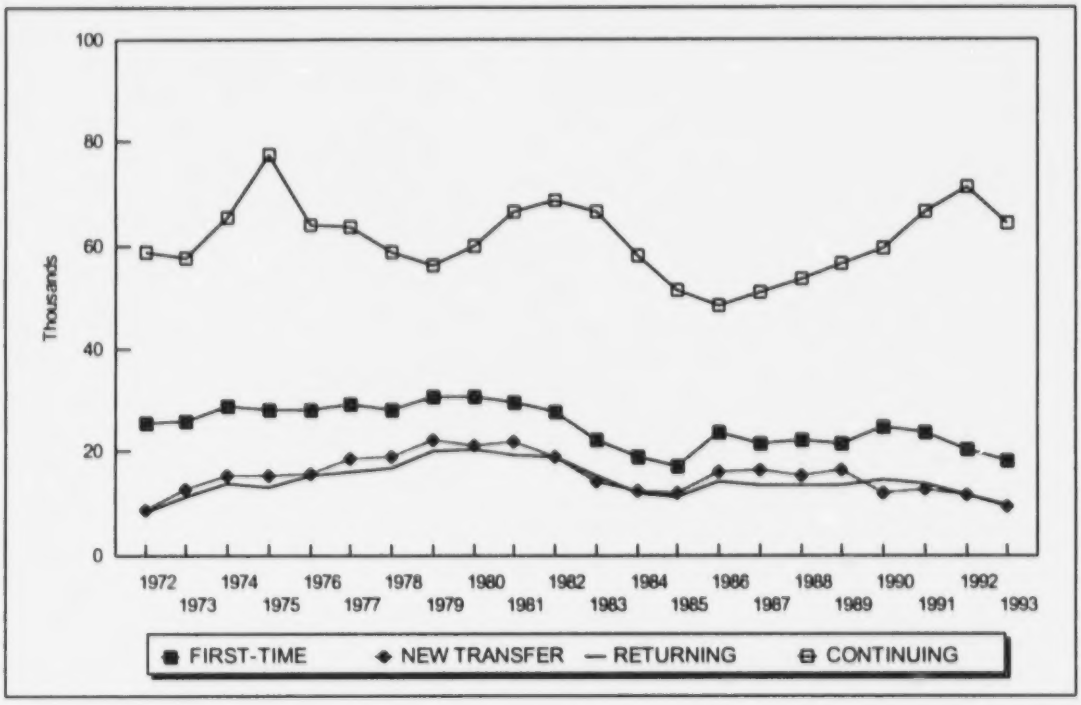


TABLE 11

ENROLLMENT BY ENTERING STATUS AND COLLEGE, FALL 1972 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent First-Time											
1972	33.7	17.8	27.4	---	27.7	17.6	25.5	19.6	26.1	25.3	25,637
1975	18.2	8.1	22.3	38.9	24.9	24.4	26.0	22.3	24.2	21.0	28,233
1980	21.2	21.8	23.2	27.4	23.9	27.4	29.4	21.4	19.9	23.3	30,924
1985	16.5	20.4	17.9	21.7	19.4	18.8	25.2	17.6	10.7	18.9	17,317
1989	19.4	20.2	16.5	21.7	19.6	30.5	23.6	17.4	15.6	19.8	21,439
1990	22.0	23.3	20.5	25.4	20.3	31.2	28.3	17.5	21.3	22.4	24,796
1991	20.5	20.6	18.0	24.6	18.5	26.9	26.1	14.7	19.5	20.2	23,637
1992	18.3	15.7	18.2	19.6	17.6	18.9	23.0	14.3	16.1	17.7	20,325
1993	18.5	16.1	19.1	19.3	17.8	20.6	20.9	14.9	16.1	17.8	18,112
Percent New Transfer											
1972	3.5	4.9	9.5	---	8.8	12.3	12.3	8.9	22.3	8.7	8,785
1975	11.4	3.5	9.1	35.1	11.7	13.1	11.1	13.2	22.3	11.5	15,482
1980	16.8	10.6	14.7	22.5	14.0	18.1	16.3	13.8	27.7	15.9	21,120
1985	12.1	10.0	12.2	18.8	11.2	14.4	16.1	14.2	14.0	13.0	11,957
1989	13.6	9.6	14.8	18.1	13.9	15.1	15.6	15.5	27.8	15.3	16,598
1990	8.5	7.2	12.8	11.6	11.2	7.7	7.4	15.1	14.6	10.7	11,828
1991	9.4	6.7	12.4	10.7	12.2	8.3	7.9	13.9	15.5	10.9	12,720
1992	8.3	7.1	11.0	10.0	11.0	7.4	8.5	13.5	13.7	10.2	11,669
1993	7.3	7.5	9.8	8.2	9.9	7.9	7.7	12.2	13.7	9.3	9,520
Percent Returning											
1972	3.0	9.9	11.6	---	9.2	5.4	8.8	10.6	6.0	8.2	8,300
1975	8.7	7.0	10.3	0.0	10.6	9.6	8.2	13.5	8.6	9.6	12,957
1980	12.1	27.2	23.3	13.3	13.5	10.1	6.6	16.9	13.5	15.4	20,416
1985	10.7	12.4	17.5	14.9	13.4	10.1	4.8	16.7	7.4	12.2	11,187
1989	11.0	13.5	17.0	11.1	13.6	7.2	7.3	16.2	10.4	12.5	13,475
1990	11.4	11.0	15.8	12.8	11.0	14.2	11.2	15.8	18.6	13.2	14,586
1991	10.8	10.2	13.5	11.2	9.2	13.2	10.7	15.2	15.3	11.9	13,953
1992	7.4	9.0	10.5	6.9	8.8	12.4	9.5	13.5	15.2	10.2	11,669
1993	7.4	9.1	9.6	6.6	7.7	12.6	8.4	13.5	13.5	9.7	9,848
Percent Continuing											
1972	59.8	67.4	51.5	---	54.3	64.6	53.4	60.9	45.6	57.9	58,793
1975	61.7	81.4	58.3	26.1	52.8	53.0	54.7	51.0	44.9	57.9	77,800
1980	50.0	40.5	38.8	36.8	48.6	44.3	47.6	47.8	39.0	45.3	60,015
1985	60.8	57.2	52.3	44.6	56.0	56.7	53.9	51.5	68.0	55.9	51,317
1989	56.0	56.6	51.6	49.1	53.0	47.2	53.5	50.9	46.3	52.4	56,716
1990	58.1	58.6	50.8	50.3	57.5	47.0	53.2	51.6	45.4	53.7	59,480
1991	59.3	62.4	56.1	53.5	60.1	51.6	55.3	56.2	49.7	57.0	66,631
1992	66.0	68.2	60.3	63.5	62.6	61.3	58.9	58.8	55.0	62.0	71,254
1993	66.8	67.4	61.4	65.9	64.6	58.9	62.9	59.4	56.8	63.2	64,377
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1993.

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ENROLLMENT BY EDUCATIONAL GOAL

Of all the tables and figures in the Digest, this set should be read with the greatest care, since selection of an educational goal is difficult for many entering students. A large share were always unwilling or unable to mark a particular goal on the directory card, which until this year was the source of goal data. The old goals were listed in the schedule, each with a number that would be filled in the goal box on the directory card. Two of the eight goals listed were Undecided and a nebulous "Other". The limited list, and the cumbersome process of responding to it, resulted in a non-response rate of as high as 73% at some colleges. Thirty-nine percent of all District students filling out their directory cards in Fall 1989 responded to the goal question with "Other" or "Undecided", or simply did not answer the question.

The new list, introduced in Fall 1990, was developed in accordance with the needs of the statewide Management Information System (MIS) for California Community Colleges. It is printed directly on the new student application. There are twelve specific goals, plus one "Undecided", each with a response checkoff box. The response rate has been much higher than in previous years, but when the "Undecided" respondents are combined with the unknowns who left all boxes blank, the share of students without stated goals is still substantial, prorated at 26% of all District enrollment in Fall 1993. It should be noted that Table 12.2 represents a shifting base of students; in Fall 1990 only newly entering students were included, while in each succeeding year more have accumulated. As of Fall 1993, only those who have filled out an application in the past four years are actually represented in formulating the goals percentages, which are then prorated to the entire student body. This year's pool of respondents certainly includes a substantial majority of the student body, but inclusion of all students may not be approximated for another year, when few who entered before Fall 1990 will have continuously remained in the same college. (For more detailed analysis of trends since Fall 1990, see *Into the Downward Spiral*, Office of Research and Planning, June 1993.)

The Fall 1989 table is included to show past trends; its supplementary linechart shows trends only in stated goals. As in previous years, the percentages listed are of respondents, not including unknowns.

TABLE 12.1

ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1983-FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transfer											
1983	27.4	38.0	37.9	21.2	44.7	24.8	13.3	32.4	35.1	32.1	38,077
1985	39.1	37.7	38.1	23.3	47.0	26.1	13.9	27.4	35.3	33.7	30,907
1986	39.2	34.5	38.4	21.7	47.9	18.3	12.4	30.4	27.4	32.6	33,457
1987	40.8	39.0	43.2	17.5	49.1	15.7	11.4	27.2	31.6	33.3	34,022
1988	43.1	40.0	37.7	16.8	49.4	10.5	10.9	27.9	30.3	32.9	34,544
1989	42.5	43.9	36.8	11.8	48.1	12.3	10.7	32.0	33.2	33.7	36,463
Percent General Education Associate Degree											
1983	4.4	9.4	8.5	6.9	8.3	8.9	9.0	7.4	7.1	7.7	9,135
1985	7.6	7.2	7.0	8.8	6.6	9.7	7.5	4.3	6.1	6.7	6,154
1986	5.3	6.8	7.2	7.0	6.0	6.4	6.4	4.3	5.0	5.8	5,977
1987	4.8	8.2	6.2	6.4	5.1	5.3	5.0	3.4	5.9	5.4	5,470
1988	4.6	9.4	5.7	6.4	4.6	4.0	6.7	3.4	5.8	5.5	5,780
1989	4.6	8.9	6.0	4.4	4.6	3.4	6.6	4.3	6.5	5.5	5,991
Percent Vocational Associate Degree											
1983	5.5	6.7	9.9	4.0	8.3	6.4	13.3	5.4	7.9	7.7	9,080
1985	7.4	8.6	8.5	3.9	10.8	8.0	15.1	4.1	6.4	8.5	7,835
1986	6.8	7.7	6.3	3.9	11.7	5.3	14.7	3.7	5.1	7.8	8,013
1987	6.6	7.1	6.8	3.4	10.3	4.4	13.9	2.9	3.9	7.1	7,207
1988	7.3	6.8	5.9	3.4	10.8	3.5	12.9	3.4	3.2	7.0	7,359
1989	6.3	6.8	6.5	2.6	10.0	3.0	13.4	2.9	3.8	6.7	7,222
Percent Vocational Certificate											
1983	3.6	7.5	4.9	9.9	3.2	5.6	11.8	5.0	9.8	6.2	7,347
1985	5.5	6.7	3.3	9.6	4.6	4.8	10.9	3.5	8.5	6.0	5,502
1986	5.6	6.6	3.1	10.3	5.2	4.0	10.2	3.2	7.1	5.8	5,988
1987	5.6	6.3	2.8	8.9	4.0	3.2	8.6	2.8	6.3	5.1	5,225
1988	6.3	5.9	3.4	8.7	4.5	2.2	9.5	2.8	5.0	5.3	5,535
1989	6.7	6.1	3.3	5.4	4.0	1.7	9.4	3.2	6.1	5.2	5,663
Percent Job Skills											
1983	10.4	14.2	9.7	17.3	12.1	9.9	33.8	12.4	17.3	15.1	17,954
1985	10.5	10.8	8.1	13.0	9.7	10.1	33.6	5.9	12.4	12.6	11,559
1986	7.4	9.3	7.1	13.4	8.3	11.8	35.7	7.3	11.9	12.0	12,311
1987	6.4	6.6	6.2	15.1	7.3	6.3	36.7	5.4	12.1	10.9	11,116
1988	6.5	4.9	6.3	12.8	7.3	3.1	32.2	6.4	11.3	10.0	10,543
1989	5.3	4.9	4.7	4.7	6.1	6.6	33.2	8.6	11.4	9.7	10,504
Unknown/ Undecided											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	36,945
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	29,822
1986	35.7	35.2	38.0	43.7	21.0	54.1	20.7	51.1	43.6	35.9	36,787
1987	35.8	32.9	34.9	48.8	24.2	65.1	24.4	58.4	40.2	38.3	39,169
1988	32.2	33.0	41.0	52.0	23.4	76.7	27.9	56.1	44.4	39.3	41,239
1989	34.6	29.4	42.7	71.0	27.2	73.1	26.6	48.9	38.9	39.2	42,385
Total Enrollment											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1983 through 1989.

FIGURE 12: DISTRICT UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL

FALL 1983 - FALL 1989

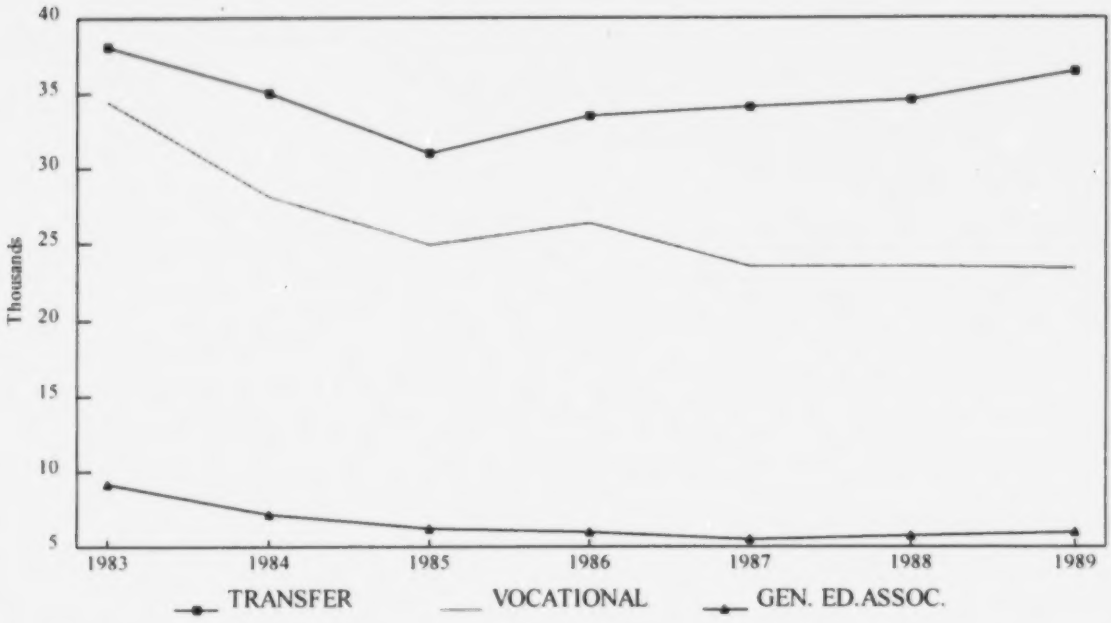

TABLE 12.2

ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1990 - FALL 1993

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Prepare New Career											
1990	8.1	6.7	4.2	8.9	5.6	10.0	12.5	8.1	11.1	8.1	8,987
1991	12.7	10.1	7.1	14.5	9.8	16.6	20.3	12.1	16.9	12.9	15,095
1992	14.5	11.8	10.6	15.7	11.1	17.8	25.0	14.4	17.4	15.0	17,234
1993	16.2	11.8	12.1	17.5	13.0	20.2	28.3	15.6	19.3	16.7	16,984
Advance in Job/Career											
1990	3.5	3.9	2.3	6.2	3.6	3.1	7.9	4.5	6.1	4.5	4,981
1991	5.3	5.2	2.9	8.0	5.1	6.5	10.0	6.9	7.5	6.3	7,343
1992	5.3	5.1	3.7	7.5	5.1	6.9	11.4	6.8	7.4	6.5	7,443
1993	4.8	4.8	3.7	7.6	4.6	6.6	10.7	6.3	6.5	6.0	6,153
Discover Career Goals											
1990	4.6	6.3	4.1	4.5	6.1	4.7	18.9	6.9	7.2	7.3	8,069
1991	5.1	6.2	3.9	5.5	7.2	4.5	11.9	6.8	6.0	6.6	7,745
1992	5.4	6.6	5.0	4.9	7.5	4.5	8.6	7.1	5.8	6.5	7,458
1993	5.4	6.2	6.0	5.9	8.4	3.6	7.3	7.3	6.0	6.6	6,674
Maintain License											
1990	0.8	1.2	0.7	0.9	0.6	1.6	1.0	0.7	1.3	0.9	1,024
1991	1.2	2.1	1.2	1.2	1.0	2.9	2.2	1.2	1.6	1.5	1,786
1992	1.4	2.3	2.1	1.5	1.4	3.4	3.4	1.8	1.7	2.0	2,311
1993	1.5	2.4	2.6	1.5	1.7	4.5	4.3	1.9	1.9	2.4	2,404
Voc. Degree w/o Transfer											
1990	4.3	3.7	1.7	3.9	1.8	1.7	6.1	2.1	3.7	3.2	3,560
1991	3.1	2.9	1.2	2.2	1.4	2.8	4.5	1.6	2.4	2.4	2,841
1992	2.7	2.5	1.3	1.7	1.2	2.4	4.3	1.5	2.1	2.2	2,502
1993	2.6	2.1	1.4	1.5	1.4	2.2	4.4	1.5	1.7	2.1	2,171
Voc. Certif. w/o Transfer											
1990	3.8	3.7	4.1	1.9	4.3	1.8	7.8	2.1	2.4	3.8	4,157
1991	2.5	2.4	2.4	1.3	2.6	1.5	5.0	1.7	1.6	2.4	2,860
1992	2.1	2.0	1.7	1.4	1.5	1.5	3.6	1.4	1.4	1.9	2,176
1993	1.7	1.6	1.3	1.5	1.1	1.8	3.5	1.3	1.3	1.7	1,721
Subtot. Vocational											
1990	25.2	25.4	17.2	26.3	22.0	22.9	54.2	24.5	31.7	27.8	30,778
1991	29.8	28.8	18.8	32.7	27.0	34.9	53.9	30.4	35.8	32.2	37,670
1992	31.3	30.3	24.4	32.7	27.8	36.5	56.3	33.1	35.8	34.0	39,123
1993	32.2	28.9	27.0	35.6	30.3	38.9	58.4	34.0	36.6	35.4	36,107
Transfer with Degree											
1990	24.1	26.3	20.5	12.1	24.4	11.4	9.3	18.4	20.7	19.9	22,007
1991	20.3	24.9	16.0	13.6	22.2	15.3	10.2	18.2	19.5	18.5	21,676
1992	19.8	24.4	18.0	13.9	22.6	16.6	11.0	18.1	19.7	18.8	21,621
1993	19.3	22.6	20.0	16.0	24.7	16.4	11.8	19.2	21.0	19.5	19,830
Transfer w/o Degree											
1990	7.7	7.4	6.3	4.0	14.4	2.9	1.7	11.4	9.4	8.3	9,160
1991	6.9	6.9	4.7	4.1	12.0	3.3	1.6	10.0	8.0	7.2	8,377
1992	6.2	6.8	5.1	4.4	10.6	3.8	1.9	8.9	8.2	6.7	7,741
1993	6.4	6.4	5.4	4.3	10.0	3.5	2.0	9.1	8.8	6.7	6,787
Subtotal Transfer											
1990	31.8	33.8	26.8	16.1	38.8	14.4	11.0	29.8	30.1	28.2	31,167
1991	27.2	31.8	20.7	17.7	34.2	18.5	11.8	28.2	27.5	25.7	30,053
1992	26.0	31.2	23.2	18.2	33.2	20.4	12.9	27.0	27.9	25.6	29,362
1993	25.7	29.0	25.4	20.2	34.7	19.9	13.7	28.3	29.8	26.1	26,617

Continued on Next Page

TABLE 12.2 (Continued)

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Assoc. Degree w/o Transfer											
1990	3.8	5.8	5.2	3.3	4.0	3.4	5.6	3.6	5.1	4.5	4,945
1991	3.6	5.0	3.8	3.5	3.6	4.9	5.3	3.7	4.4	4.1	4,849
1992	3.7	4.7	4.2	3.4	3.4	5.7	5.1	3.9	4.2	4.1	4,768
1993	4.1	4.7	4.5	3.7	4.0	6.6	5.5	4.4	4.5	4.6	4,670
Personal Enrichment											
1990	3.5	2.4	2.4	4.4	3.8	1.4	1.5	4.8	5.1	3.4	3,723
1991	5.4	3.2	3.0	5.5	5.3	1.5	2.0	7.7	5.3	4.7	5,481
1992	5.2	3.5	3.7	5.7	6.0	2.1	2.2	8.0	5.2	5.0	5,709
1993	4.2	2.6	3.3	3.7	4.7	1.7	1.6	6.2	3.5	3.8	3,839
Subtotal General Education											
1990	7.3	8.2	7.6	7.7	7.9	4.8	7.1	8.4	10.2	7.8	8,668
1991	9.1	8.3	6.8	9.0	8.9	6.5	7.4	11.4	9.6	8.8	10,330
1992	9.0	8.3	7.9	9.1	9.5	7.8	7.3	11.8	9.4	9.1	10,477
1993	8.4	7.3	7.8	7.5	8.7	8.3	7.2	10.6	8.0	8.4	8,509
Improve Basic Skills											
1990	4.2	2.2	0.8	2.0	0.6	1.6	1.4	1.2	1.4	1.7	1,911
1991	7.2	3.4	0.9	3.3	1.1	3.2	2.2	2.2	1.8	2.9	3,364
1992	9.0	3.6	1.2	3.9	1.3	2.5	2.8	2.8	2.1	3.4	3,960
1993	9.4	3.5	1.1	5.0	1.7	2.7	2.3	2.9	2.1	3.6	3,702
Complete HS Diploma											
1990	0.8	1.0	0.3	1.3	0.7	0.9	0.7	0.5	0.6	0.7	794
1991	1.4	1.7	0.7	1.7	1.1	1.9	1.1	0.9	1.1	1.2	1,448
1992	1.8	1.3	0.7	1.9	1.2	1.5	1.7	1.0	1.1	1.3	1,547
1993	1.8	1.1	2.2	2.3	1.5	2.4	1.6	1.1	1.4	1.6	1,599
Subtotal Transitional											
1990	5.0	3.2	1.0	3.3	1.3	2.5	2.0	1.7	2.0	2.4	2,705
1991	8.6	5.1	1.6	5.0	2.2	5.1	3.4	3.1	2.9	4.1	4,812
1992	10.8	4.9	1.9	5.7	2.5	4.0	4.5	3.8	3.2	4.8	5,507
1993	11.2	4.6	3.3	7.4	3.2	5.1	3.9	4.0	3.5	5.2	5,301
Undecided											
1990	15.2	14.9	15.2	32.1	14.0	43.8	12.5	20.4	14.3	17.8	19,739
1991	12.0	13.6	11.7	19.1	13.9	22.3	11.1	15.1	11.8	13.9	16,251
1992	12.1	15.3	13.2	15.5	13.3	16.2	10.9	13.7	11.4	13.3	15,312
1993	11.9	16.7	11.9	14.3	14.2	13.6	10.1	13.4	11.0	13.1	13,367
Unknown											
1990	15.7	14.5	32.3	14.4	16.1	11.6	13.2	15.2	11.7	15.9	17,633
1991	13.3	12.4	40.5	16.5	13.7	12.7	12.5	11.8	12.3	15.2	17,824
1992	10.9	10.1	29.5	18.8	13.9	15.1	8.2	10.5	12.3	13.2	15,152
1993	10.7	13.5	24.5	15.0	8.9	14.2	6.7	9.9	11.0	11.7	11,955
TOTAL											
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: Student Data Tape 551

FALL AND SPRING STUDENT AND ENROLLMENT CHARACTERISTICS

These summary tables and figures are included to furnish student characteristics data for all categories at a glance, for quick and easy review. They include spring semester data, which is not given as detailed coverage and analysis as the fall figures.

Most variations between corresponding fall and spring percentages are not greater than a percentage point or two within categories. Notable exceptions are the percentages of first-time and continuing students; first timers are a smaller share in spring, while continuing students are substantially higher. Both transfer and returning have slightly lower percentages. These differences occur because fewer new students start school in the spring, and more continue from fall to spring than vice versa.

TABLE 13.1

STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1993

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	40.6	55.5	55.0	43.9	57.3	37.0	40.7	49.9	40.7	48.0	48,898
25 - 34	33.3	27.8	25.4	27.0	25.2	35.7	34.0	28.5	34.3	29.8	30,333
Over 34	26.1	16.6	19.5	29.2	17.4	27.3	25.3	21.5	25.0	22.2	22,626
Ethnicity											
Asian	23.8	21.6	19.5	6.8	20.0	1.2	13.0	17.4	10.8	17.0	17,417
Black	14.5	2.3	14.7	6.4	4.6	75.8	33.6	7.5	53.8	18.2	18,548
Hispanic	39.2	71.6	34.0	61.5	15.8	22.0	43.9	27.1	15.6	37.2	37,944
White	20.9										
Gender											
Female	53.1	57.2	58.5	64.6	55.3	72.1	47.3	55.3	62.5	56.5	57,510
Male	46.9	42.8	41.5	35.4	44.7	27.9	52.7	44.7	37.5	43.5	44,347
Class Level											
Freshman	59.1	61.9	66.1	67.3	64.4	65.5	69.1	60.5	62.4	63.4	64,581
Sophomore	34.0	33.3	26.8	26.7	27.7	29.5	26.1	30.2	28.0	29.6	30,738
AA or Higher	6.8	4.9	7.1	5.9	7.9	5.0	4.9	9.3	9.6	6.9	7,078
Entering Status											
1st-Time	18.5	16.1	19.1	19.3	17.8	20.6	20.9	14.9	16.1	17.8	18,112
Transfer	7.3	7.5	9.8	8.2	9.9	7.9	7.7	12.2	13.7	9.3	9,520
Returning	7.4	9.1	9.6	6.6	7.7	12.6	8.4	13.5	13.5	9.7	9,848
Continuing	66.8	67.4	61.4	65.9	64.6	58.9	62.9	59.4	56.8	63.2	64,377
Unit Load											
Under 6	29.1	33.7	32.9	39.3	33.5	30.7	35.0	39.7	36.9	34.5	35,123
6-11 units	37.5	37.9	34.8	37.8	34.8	46.2	37.8	36.8	38.9	37.4	38,117
12 or more	33.4	28.3	32.3	22.9	31.7	23.2	27.2	23.5	24.1	28.1	28,616
Hour Load											
Under 6	24.2	27.7	24.9	32.2	27.5	20.7	20.7	33.1	28.9	26.9	27,426
6-11 hours	35.7	36.0	32.9	34.0	33.0	32.3	32.0	36.5	39.1	34.7	35,384
12 or more	40.1	36.3	42.1	33.8	39.6	47.0	47.3	30.4	32.0	38.3	39,047
Time of Day											
Day	49.9	37.0	47.6	28.1	41.8	44.9	55.7	44.2	37.2	43.9	44,712
Day/Evening	18.6	22.8	19.5	23.0	22.8	11.4	10.9	18.2	16.7	18.7	19,000
Evening	31.5	40.2	32.8	48.9	35.4	43.7	33.4	37.6	46.1	37.5	38,145
Enrollment	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857

Source: Student Data Tape 551, Information Technology Branch, Educational Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophmore includes all students with 30 or more units but no degree.

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TABLE 13.2

STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1994

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	42.2	56.1	54.8	46.4	59.5	38.2	42.0	51.5	41.0	49.2	48,378
25 - 34	31.8	27.3	25.5	26.0	24.1	35.8	33.1	27.5	33.0	29.0	28,485
Over 34	26.0	16.6	19.7	27.6	16.4	26.0	24.9	21.0	26.0	21.8	21,474
Ethnicity											
Asian	24.6	20.8	19.5	7.1	20.6	1.4	13.1	17.6	10.7	17.1	16,817
Black	16.6	2.2	14.2	6.4	4.7	76.2	33.4	7.3	52.6	18.4	18,125
Hispanic	38.0	72.8	34.6	60.1	16.1	21.3	44.6	26.9	16.1	37.6	36,971
White	21.8	3.5	30.4	25.0	55.7	0.8	7.6	45.7	18.3	25.2	24,773
Gender											
Female	52.5	57.4	58.1	63.7	53.2	70.4	47.6	55.3	62.4	56.0	55,060
Male	47.5	42.6	41.9	36.3	46.8	29.6	52.4	44.7	37.6	44.0	43,277
Class Level											
Freshman	61.1	63.2	65.3	67.8	61.3	67.2	67.4	61.3	61.1	63.3	62,268
Sophomore	32.3	32.1	27.1	26.1	31.3	28.2	28.0	30.0	29.0	30.0	29,475
AA or Higher	6.6	4.8	7.6	6.0	7.4	4.6	4.6	8.6	9.9	6.7	6,594
Entering Status											
1st-Time	12.2	9.8	9.2	12.1	9.1	14.6	14.4	7.1	12.4	10.8	10,594
Transfer	6.0	6.1	7.8	8.2	8.1	7.5	6.3	9.8	11.1	7.7	7,582
Returning	5.7	6.7	9.2	6.3	6.6	9.7	6.4	10.4	11.1	7.8	7,624
Continuing	76.0	77.4	73.7	73.4	76.2	68.2	72.9	72.8	65.4	73.8	72,537
Unit Load											
Under 6	30.3	33.5	33.8	42.6	33.3	31.7	34.9	39.0	38.5	34.8	34,269
6-11 units	36.0	36.5	34.7	36.3	36.6	34.2	31.9	36.2	38.1	34.3	33,759
12 or more	33.8	29.9	31.6	21.1	30.1	22.4	27.8	24.3	23.8	28.1	27,655
Hour Load											
Under 6	25.1	28.2	25.7	35.2	27.2	21.9	19.9	32.8	30.7	27.3	26,831
6-11 hours	33.9	34.4	32.2	32.8	34.7	34.2	31.9	36.2	38.1	34.3	33,759
12 or more	41.0	37.5	42.2	31.9	38.1	44.0	48.2	31.1	31.3	38.4	37,747
Time of Day											
Day	48.8	34.6	46.4	26.9	40.8	43.4	55.4	41.5	36.8	42.5	41,795
Day/Evening	20.1	24.2	20.7	23.0	22.8	12.1	11.7	19.4	19.7	19.7	19,358
Evening	31.1	41.2	32.8	50.2	36.4	44.5	32.9	39.1	43.4	37.8	37,184
Enrollment	14,909	14,834	7,620	5,554	14,581	5,474	12,368	15,291	7,706	100.0	98,337

Source: Student Data Tape 551, Information Technology Branch, Educational Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophmore includes all students with 30 or more units but no degree.

Instructional Programs

- Weekly Student Contact Hours (WSCH), like enrollment, underwent a 40% decline between 1975 and 1985. After a partial recovery, it has begun to decline again. The percentage of Evening WSCH, which grew throughout the 1980s, has declined slightly since 1990.

- Social Sciences lead all other program areas in WSCH generation. Since 1984, Mathematics has had the greatest WSCH of any single discipline, followed since 1990 by English and PE/Health. English, Psychology and Chemistry are the only major disciplines that did not lose WSCH in 1993. After three years of rapid growth, ESL has declined since 1992.

- Faculty FTE has declined with WSCH in most disciplines, but at a slower rate. English has had a higher FTE rate than Mathematics, because of its higher load. Class size decreased overall in Fall 1993, in spite of cutbacks in hourly instruction and in the number of classes offered. The sharpest decline was in ESL. But class size in English increased slightly.

- Most WSCH districtwide is in Liberal Arts and/or Transferable to both the UC and CSU universities. The districtwide proportion of Developmetal WSCH has partially recovered from its sharp decline in Fall 1992, but continues to decline at Soputhwest. More than half of Fall 1993 WSCH at Southwest was "totally" transferable, while at City, Mission and Trade-Tech, most WSCH was not transferable to both UC and CSU.

- Cutbacks in offerings have forced Summer Session enrollment and WSCH down to their lowest level since the mid 80s. Demand continues to outstrip capacity.

- PACE enrollment continues to decline as demand decreases. Credit ESL has declined after reductions in hourly faculty, while noncredit ESL has faded with the gradual expiration of the Amnesty program.

WSCH BY DAY AND EVENING PROGRAMS

Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and is the most common basis for calculating both ADA and FTES. District WSCH was at its peak in Fall 1975, when it rose to almost 1,500,000. Enrollment peaked in Fall 1981, at a level 2% above that of 1975. But WSCH in 1981 was 9% below the 1975 level. This discrepancy was brought about by changes in student characteristics. In 1975, 26% of District students were under 20 years, and 36% were carrying full-unit loads. The WSCH per enrollment that year was 10.8, a level that was not approached in the 1980s. By 1981, only 21% of students were under 20, the percentage of full loads had dropped to 25%, and WSCH per enrollment was down to 9.28. This increase in older students attending part-time has continued up to the present. It is also reflected in the shift from day to evening WSCH throughout the 1980s. But for the past two years the percentage of evening WSCH has dropped back slightly from its high point in 1990. It appears to be stabilizing around one-third of all WSCH districtwide.

The amount of WSCH overall declined along with enrollment to a low point in the mid 1980s. It rose steadily up to 1991, but not to its 1980 level ; it declined substantially in Fall 1993, but not as severely in proportion as headcount enrollment.

FIGURE 14: DISTRICT DAY AND EVENING WSCH, FALL 1972 - FALL 1993

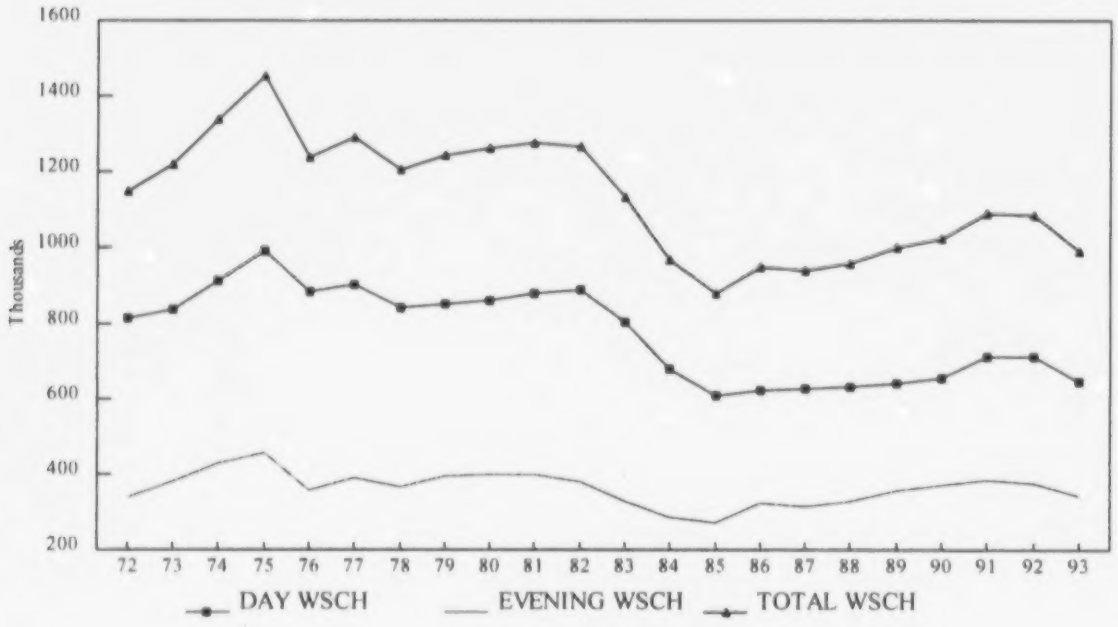

TABLE 14

WEEKLY STUDENT CONTACT HOURS BY DAY AND EVENING PROGRAMS

FALL 1968 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Day WSCH											
1968	74.9	72.4	76.2	---	74.7	75.2	68.5	72.6	---	73.1	714,321
1970	77.2	62.1	78.0	---	76.0	68.5	66.8	74.3	73.7	72.4	814,919
1975	70.5	67.8	69.7	53.8	71.6	64.5	66.2	68.5	65.7	68.6	994,197
1980	70.4	63.6	69.7	53.3	71.0	62.2	72.6	66.5	63.9	68.2	858,877
1985	71.2	71.4	63.9	39.7	73.9	60.6	76.1	64.2	63.6	69.3	610,027
1986	69.0	67.9	62.1	35.5	70.7	55.6	75.4	62.6	55.5	65.9	623,627
1987	70.2	67.9	65.5	33.2	71.1	54.1	75.6	64.4	55.7	66.5	626,042
1988	68.4	69.8	65.5	39.3	71.1	52.7	72.6	63.8	54.6	65.9	631,552
1989	69.5	60.3	65.1	39.1	70.4	56.5	72.0	62.7	54.9	64.3	642,761
1990	66.8	58.6	66.0	41.1	70.7	54.5	71.3	63.9	56.0	63.8	654,851
1991	67.5	60.4	67.2	47.2	70.8	58.0	73.7	64.1	55.4	64.9	709,601
1992	68.4	60.8	65.0	52.1	71.2	58.8	74.4	64.7	55.9	65.6	711,778
1993	68.8	59.8	69.0	47.1	65.8	57.1	77.1	67.1	55.8	65.5	647,955
Percent Evening WSCH											
1968	25.1	27.6	23.8	---	25.3	24.8	31.5	27.4	---	26.9	262,443
1970	22.8	37.9	22.0	---	24.0	31.5	33.2	25.7	26.3	27.6	309,891
1975	29.5	32.2	30.3	46.2	28.4	35.5	33.8	31.5	34.3	31.4	455,359
1980	29.6	36.4	30.3	46.7	29.0	37.8	27.4	33.5	36.1	31.8	400,894
1985	28.8	28.6	36.1	60.3	26.1	39.4	23.9	35.8	36.4	30.7	270,242
1986	31.0	32.1	37.9	64.5	29.3	44.4	24.6	37.4	44.5	34.1	323,317
1987	29.8	32.1	34.5	66.8	28.9	45.9	24.4	35.6	44.3	33.5	315,519
1988	31.6	30.2	34.5	60.7	28.9	47.3	27.4	36.2	45.4	34.1	326,625
1989	30.5	39.7	34.9	60.9	29.6	43.5	28.0	37.3	45.1	35.7	356,840
1990	33.2	41.4	34.0	58.9	29.3	45.5	28.7	36.1	44.0	36.2	371,859
1991	32.5	39.6	32.8	52.8	29.2	42.0	26.3	35.9	44.6	35.1	383,630
1992	31.6	39.2	35.0	47.9	28.8	41.2	25.6	35.3	44.1	34.4	373,643
1993	31.2	40.2	31.0	52.9	34.2	42.9	22.9	32.9	44.2	34.5	341,918
Total WSCH											
1968	209,267	132,029	95,972	---	160,837	27,067	167,022	184,570	---	100.0	976,764
1970	216,509	145,240	108,573	---	184,821	35,638	190,294	196,731	47,004	100.0	1,124,810
1975	260,510	189,478	130,446	15,597	251,491	59,473	229,699	235,838	77,024	100.0	1,449,556
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	946,944
1987	140,017	113,644	81,630	34,282	170,787	39,300	142,884	152,054	66,963	100.0	941,561
1988	140,027	119,222	79,343	33,343	172,322	45,792	145,623	150,700	71,805	100.0	958,177
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710
1991	158,733	140,563	96,594	57,181	174,896	63,641	153,077	164,535	84,011	100.0	1,093,231
1992	161,008	146,384	89,521	62,056	172,324	52,930	160,388	162,440	78,370	100.0	1,085,421
1993	149,476	138,173	81,454	51,185	151,018	52,410	150,714	145,510	69,933	100.0	989,873

Source: Enrollment and Attendance Reports, 1968-1978 and computer report CCAF130, Office of Attendance Accounting, Educational Services Division , 1983 through 1993. Enrollments do not include ITV.

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WSCH PER ENROLLMENT

Until 1993-94 districtwide WSCH per student fluctuated between 9.1 and 9.6, with a slow increasing trend since 1988. This year it rose to its highest point ever. In recent years, the spring semester has most often had higher rates than fall.. The overall decrease during the 1980s may have resulted from the lighter loads taken by more older, working students. In the 90s, the rate has increased as fewer students take more classes.

FIGURE 15:DISTRICT WSCH PER ENROLLMENT, FALL 1979 - FALL 1993

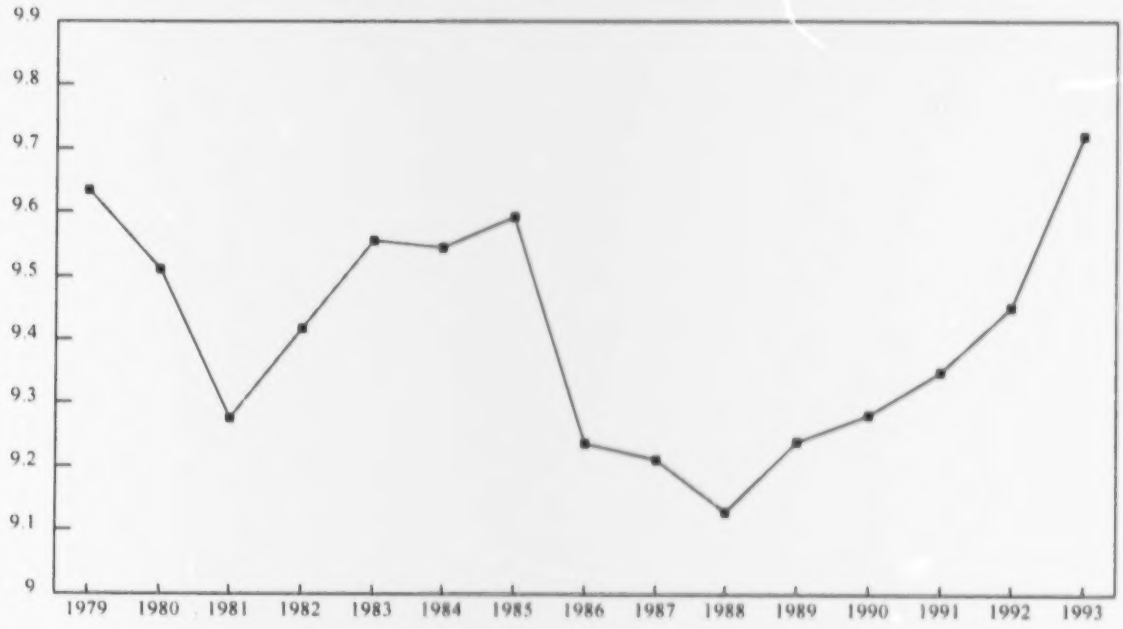

TABLE 15

WEEKLY STUDENT CONTACT HOURS PER ENROLLMENT

1979-80 THROUGH 1993-94

		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1979-80	Fall	10.51	9.89	9.50	6.34	9.28	9.47	12.09	8.62	8.17	9.63
	Spring	12.41	7.87	9.37	6.43	9.16	9.46	12.04	8.46	7.99	9.49
1980-81	Fall	10.14	9.21	9.28	6.19	9.40	9.56	12.24	8.57	8.15	9.51
	Spring	12.19	7.68	9.47	5.99	9.35	9.49	12.11	8.47	8.27	9.49
1981-82	Fall	10.12	9.28	9.04	5.80	9.21	9.42	11.66	8.22	7.77	9.28
	Spring	11.60	8.19	9.19	5.88	9.04	9.64	11.42	8.42	7.56	9.26
1982-83	Fall	10.00	9.26	9.72	6.29	9.19	9.32	12.05	8.43	8.18	9.42
	Spring	10.00	9.42	10.10	6.05	9.35	9.42	12.54	8.49	8.52	9.60
1983-84	Fall	10.05	9.83	9.61	6.10	9.23	9.15	12.15	8.46	8.72	9.55
	Spring	10.43	9.23	9.41	5.99	9.27	8.86	12.31	8.32	8.25	9.45
1984-85	Fall	10.24	9.51	9.51	5.90	9.23	9.14	12.68	8.29	8.56	9.54
	Spring	10.37	9.56	9.43	5.88	9.22	9.05	12.86	8.26	8.34	9.58
1985-86	Fall	10.24	9.47	9.54	6.30	9.17	9.23	12.57	8.35	8.63	9.59
	Spring	10.13	9.38	9.26	6.55	9.17	9.10	13.04	8.28	8.74	9.54
1986-87	Fall	9.74	9.20	9.33	7.14	9.19	8.34	12.03	8.26	8.09	9.24
	Spring	9.71	9.31	8.93	6.86	9.14	8.40	11.92	8.21	7.87	9.17
1987-88	Fall	9.84	9.13	9.49	6.66	9.32	8.47	11.91	8.38	7.71	9.21
	Spring	9.69	9.35	8.96	6.36	9.23	8.49	11.71	8.37	7.85	9.15
1988-89	Fall	9.35	9.18	9.04	6.84	9.36	8.55	11.47	8.41	7.98	9.13
	Spring	9.50	9.38	9.07	6.98	9.19	9.55	11.40	8.30	7.87	9.15
1989-90	Fall	9.60	9.37	9.21	7.45	9.30	9.60	11.20	8.40	8.21	9.24
	Spring	9.62	9.26	9.54	7.22	9.16	8.94	11.20	8.49	8.36	9.21
1990-91	Fall	9.42	9.26	9.47	7.69	9.19	9.75	11.11	8.52	8.64	9.28
	Spring	9.50	9.03	9.44	7.65	9.09	9.72	11.42	8.56	8.64	9.26
1991-92	Fall	9.44	9.54	10.05	7.86	9.11	9.71	11.17	8.53	8.60	9.35
	Spring	9.57	9.30	9.94	8.06	9.04	9.69	11.59	8.44	8.76	9.38
1992-93	Fall	9.54	9.45	9.71	8.36	9.27	9.27	11.55	8.61	8.85	9.45
	Spring	9.69	9.66	9.82	8.15	9.32	9.43	11.98	8.59	8.86	9.57
1993-94	Fall	9.79	9.51	10.13	8.40	9.62	9.79	11.95	8.75	9.18	9.72
	Spring	9.82	9.66	10.07	8.26	9.60	9.57	11.94	8.84	8.93	9.72

Source: Enrollment and Attendance Reports, Educational Services Division, 1974 through 1978, and Board of Trustees Informative Reports, compiled by the Office of Attendance Accounting, Educational Services Division, 1978 through 1994.

WSCH BY PROGRAM AREA

This year, program areas have been defined somewhat differently from the way the disciplines were aggregated in past years. Such factors as common faculty and load, degree requirements, and program autonomy, as well as taxonomy codes, have been used to group disciplines for comparison; the result comes closer to departmental organization at most colleges. Thus, the Social Sciences have been grouped together, since many disciplines are taught by the same instructors, and the disciplines therein most often serve to provide courses for the degree requirement rather than as degree programs in themselves. On the other hand, the Fine Arts disciplines have been separated, since they stand alone as substantial programs without faculty overlap, and without fulfilling a general education requirement. Accounting and Real Estate have been separated from the other Business disciplines for the same reason; they also are occupational programs by themselves. On the other hand, Astronomy and Physical Science have been combined with Physics, and Drafting has been merged with Engineering. There is an attempt to aggregate the smaller industrial trades, especially at Trade-Tech, even though some of them are truly autonomous occupational programs.

The primacy of English, Mathematics and Psychology among single disciplines remains unchanged. ESL WSCH remains high, in spite of the fading of the Amnesty program. WSCH in all but one listed program declined this year; the exception was Fashion, whose WSCH was virtually unchanged from Fall 1992.

FIGURE 16: WSCH BY SELECTED PROGRAM AREA, FALL 1981 AND FALL 1993

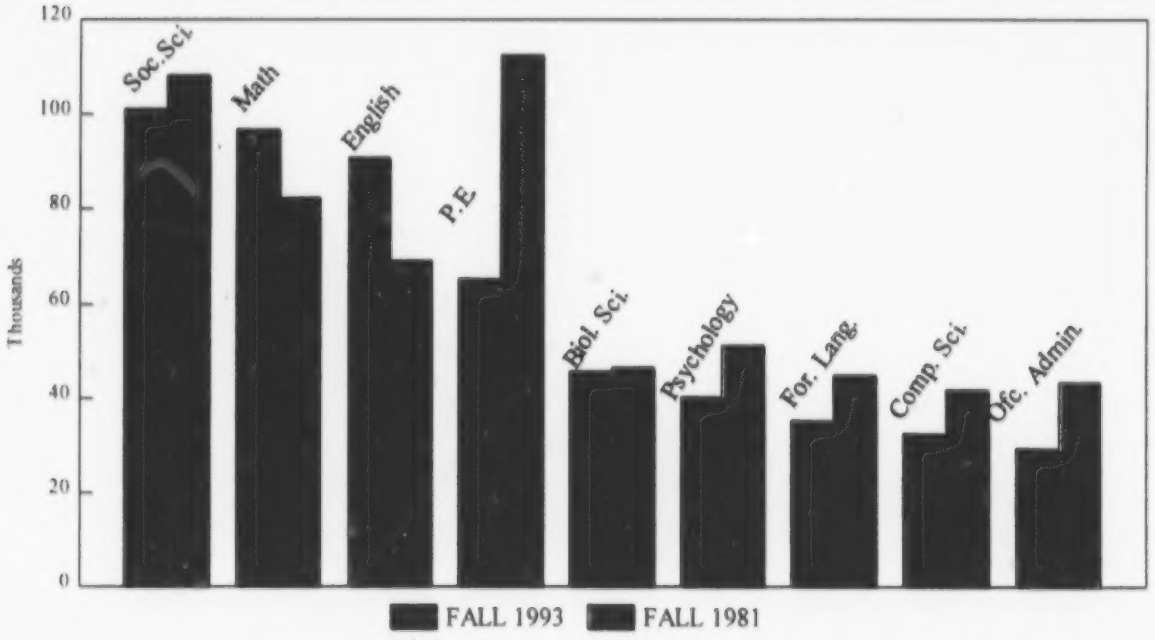

TABLE 16

WEEKLY STUDENT CONTACT HOURS (WSCH) BY SELECTED PROGRAM AREA

FALL 1981 - FALL 1993

Major Activity	Fall 1981	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	% Change 1992-93	% Change 1981-93
Social Sciences	108,191	93,457	91,572	106,704	104,412	101,280	-3.0	-6.4
Mathematics	82,298	94,560	95,686	103,338	106,568	97,072	-8.9	18.0
English	69,257	86,095	84,437	92,921	86,319	90,847	5.2	31.2
Phys. Ed., Health	112,630	63,102	73,489	74,658	75,134	65,413	-12.9	-41.9
Biological Sciences	46,585	35,035	43,348	44,823	48,082	45,810	-4.7	-1.7
Psychology	51,335	35,227	34,334	37,993	38,521	40,385	4.8	-21.3
Foreign Languages	45,115	37,761	40,075	42,290	43,842	35,120	-19.9	-22.2
Computer Sciences	41,885	31,238	30,760	33,555	34,313	32,367	-5.7	-22.7
Office Administration	43,607	28,968	30,428	32,585	33,887	29,275	-13.6	-32.9
ESL		35,617	41,474	42,719	36,618	28,202	-23.0	N/A
Chemistry	29,418	20,064	22,465	25,089	25,132	27,600	9.8	-6.2
Speech	24,695	24,594	24,239	26,508	27,104	27,556	1.7	11.6
F&CS,Child Dev.	25,704	21,736	22,895	24,802	24,983	23,808	-4.7	-7.4
Art	39,858	24,571	25,956	27,887	26,485	23,661	-10.7	-40.6
Music	38,541	20,674	22,750	23,504	24,122	21,446	-11.1	-44.4
Nursing	33,477	19,391	21,053	23,476	21,785	20,450	-6.1	-38.9
Business	54,138	27,673	26,727	26,949	24,195	19,875	-17.9	-63.3
Accounting	38,927	23,909	22,686	23,745	22,100	18,268	-17.3	-53.1
Electronics	39,686	18,742	17,035	18,937	18,367	16,197	-11.8	-59.2
Philosophy	10,971	17,547	21,405	16,548	19,192	15,378	-19.9	40.2
Physics	18,985	16,216	15,396	16,863	20,605	14,992	-27.2	-21.0
Fashion	11,126	13,336	14,168	14,186	14,385	14,591	1.4	31.1
Construction Trades	17,224	14,634	13,238	13,301	13,025	11,753	-9.8	-31.8
Automotive	20,891	10,616	11,242	12,530	12,915	11,423	-11.6	-45.3
Subtotal	1,004,544	814,763	846,858	905,911	902,091	832,769	-7.7	-17.1
Subtotal of Remaining Disciplines	257,211	183,120	182,418	188,881	180,695	151,763	-16.0	-41.0
District Total	1,261,755	997,883	1,029,276	1,094,792	1,082,786	984,532	-9.1	-22.0

Source: Office of Research and Planning

STAFFING PATTERNS BY PROGRAM AREA

The activities in Tables 17.1 and 17.2 are listed in the same order as in Table 16, and the disciplines in Figrure 17.1 and 17.2 are the same top 10 as in Figure 16, with comparisons here in full-time equivalent (FTE) faculty, and average class size. The percentages of regular faculty represent faculty who have full-time continuing assignments, as opposed to part-time hourly instructors.

Trends in faculty size by discipline have followed those in WSCH, with some exceptions. Differences in rank are caused by discrepancies in contract load, as well as variations in average class size. More hours of instruction by fewer faculty are offered under Physical Education and Health than under Business because the 18-hour load of PE/Health is greater than the 15-hour load of Business and most other liberal arts disciplines. Conversely, English has more total faculty FTE than Mathematics because its load is only 12 hours per week. But English has a smaller proportion of regular instructors.

The barchart illustrates changes in the number of regular faculty FTE, not total faculty. Thus, although the number of total FTE in English is greater in 1993 than in 1981, the number of regular FTE has fallen from 127.5 in 1981 to 98.7 in 1993. The number of regular FTE in Mathematics has dropped by 4.3 since 1981, whereas total FTE in that discipline is up by 21.1. Among these "top ten" program areas, only Computer Science has enjoyed an increase in regular faculty FTE.

FIGURE 17.1: REGULAR FTE FACULTY BY SELECTED PROGRAM AREA

FALL 1981 AND FALL 1993

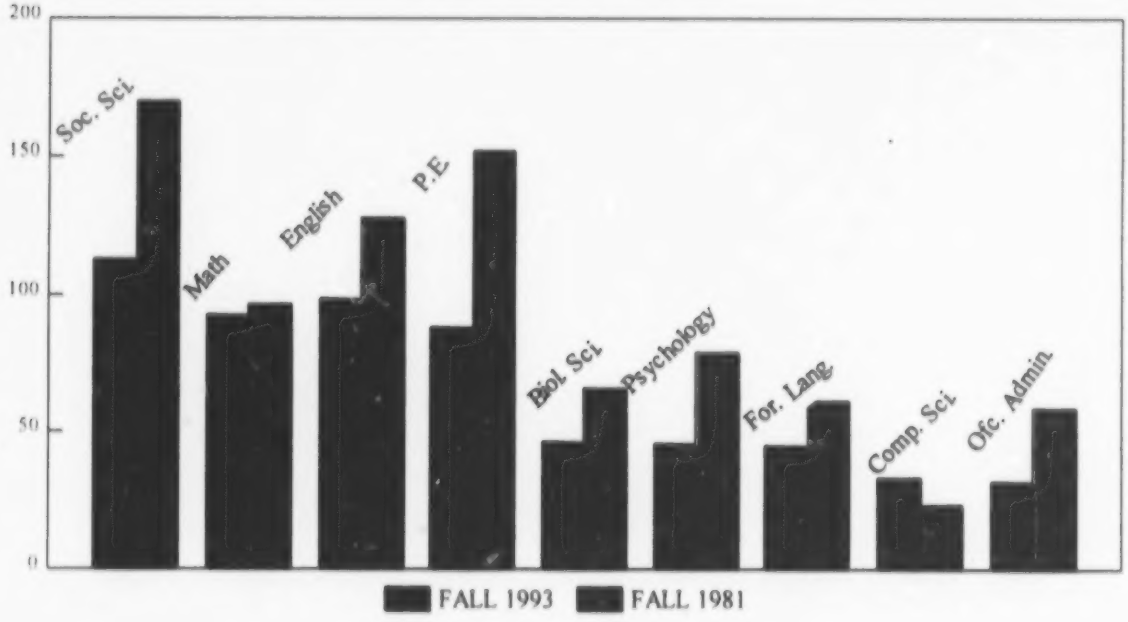

TABLE 17.1

STAFFING PATTERNS BY SELECTED PROGRAM AREA, FALL 1981 - FALL 1993

Activity	Faculty (Full-time Equivalents)						% Regular Faculty	
	1981	1989	1990	1991	1992	1993	1981	1993
Social Sciences	217.9	166.6	152.5	159.4	156.3	151.8	78.1	74.5
Mathematics	144.1	178.3	167.8	174.0	176.9	165.2	67.1	55.9
English	182.3	211.8	188.7	200.5	191.7	198.0	70.0	49.8
Physical Ed., Health	193.9	127.2	124.6	118.0	121.1	115.1	78.3	76.7
Biological Sciences	93.0	76.7	81.2	76.7	78.4	76.0	71.1	61.0
Psychology	111.3	67.2	58.9	55.1	58.8	62.8	70.7	73.1
Foreign Languages	109.1	86.9	86.9	87.9	85.9	76.6	56.4	58.6
Computer Sciences	62.1	61.0	59.5	63.9	68.4	65.8	38.2	51.2
Office Administration	102.9	68.3	70.3	64.7	62.8	60.0	57.2	53.8
ESL		71.1	75.1	81.3	72.2	62.4	N/A	28.2
Chemistry	63.4	50.9	52.6	49.8	50.3	50.1	75.8	56.6
Speech	57.8	51.0	46.4	48.5	48.8	51.2	67.4	57.8
F&CS,Child Dev.	58.5	43.1	43.4	43.5	44.4	41.8	60.3	62.1
Art	97.0	63.5	58.4	59.0	59.0	52.8	58.9	66.4
Music	90.7	58.3	57.8	55.7	57.6	54.7	62.7	77.8
Nursing	145.5	82.3	79.5	85.4	81.8	85.4	87.4	76.0
Business	95.7	68.6	58.5	52.8	49.5	42.5	41.0	64.7
Accounting	65.6	49.1	47.3	47.2	47.8	40.0	45.1	49.2
Electronics	67.8	60.8	52.0	51.6	49.8	45.2	61.9	60.2
Philosophy	24.4	32.3	33.3	26.1	29.0	26.0	84.4	64.6
Physics	39.9	37.1	34.0	34.5	39.3	32.1	71.7	72.6
Fashion	21.3	25.7	27.8	26.6	26.7	26.2	75.2	56.5
Construction Trades	27.6	28.1	26.9	27.4	26.8	28.4	68.9	60.4
Automotive	39.4	25.5	25.1	23.7	26.4	24.7	74.8	68.3
Subtotal	2,111.0	1,791.1	1,708.5	1,713.5	1,709.7	1,634.9	67.4	61.3
Subtotal of Remaining Disciplines	577.1	441.6	432.9	418.4	399.0	347.2	60.7	65.3
District Total	2,688.1	2,232.6	2,141.4	2,131.9	2,108.8	1,982.0	66.4	62.0

Source: Office of Research and Planning

Note: Sorted by Fall 1993 WSCH. All FTE (full-time equivalent) are active assignments in the classroom.

CLASS SIZE BY PROGRAM AREA

Class size varies according to the nature and needs of the particular discipline. Some vocational programs, and disciplines with combined lab or studio classes like Chemistry, Music and Art, tend to have smaller class size, and the size of classes in some health occupations like Nursing is limited by accreditation requirements. Classroom-based disciplines experiencing enrollment surges may have larger class sizes, as do Mathematics and some disciplines in PACE programs. The District Average Class Size is obtained by dividing total WSCH by weekly faculty contact hours (WFCH).

FIGURE 17.2: CLASS SIZE BY SELECTED PROGRAM AREA, FALL 1981 - FALL 1993

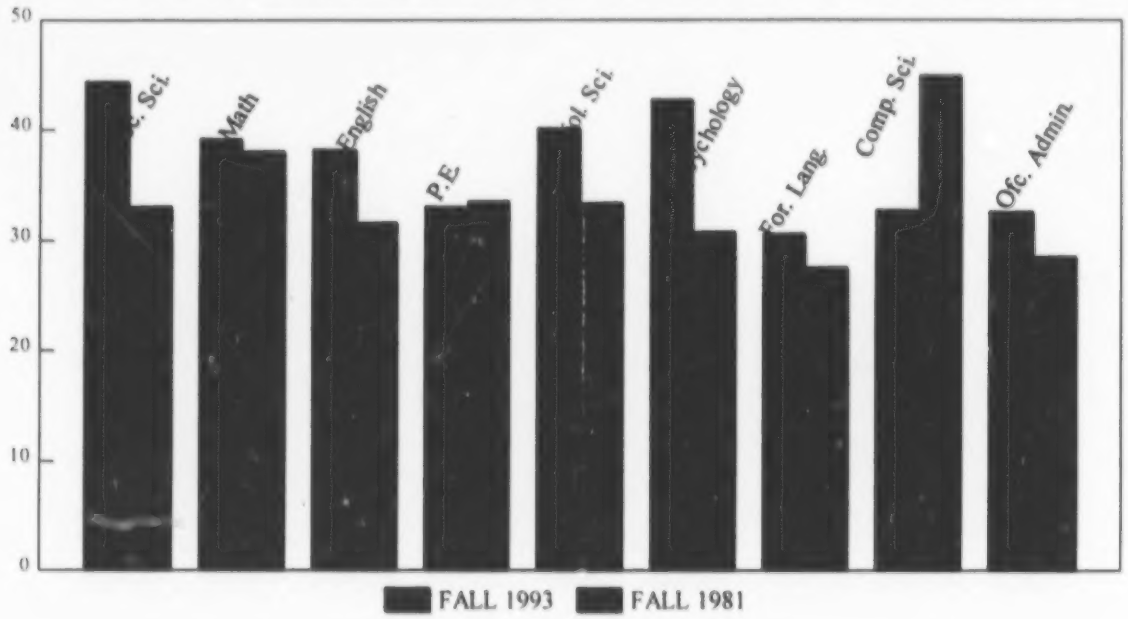

TABLE 17.2

CLASS SIZE BY SELECTED PROGRAM AREA, FALL 1981 - FALL 1993

Activity	Enrollment/Weekly Faculty Contact Hour						% Change	
	1981	1989	1990	1991	1992	1993	1992-93	1981-93
Social Sciences	33.1	37.4	40.0	44.6	44.5	44.5	-0.1	34.4
Mathematics	38.1	35.4	38.0	39.6	40.2	39.2	-2.4	2.9
English	31.7	33.9	37.3	38.6	37.5	38.2	1.9	20.7
Physical Ed., Health	33.5	28.8	34.4	36.7	36.0	33.0	-8.5	-1.4
Biological Sciences	33.4	30.5	35.6	39.0	40.9	40.2	-1.7	20.3
Psychology	30.7	35.0	38.9	45.9	43.7	42.8	-1.9	39.3
Foreign Languages	27.6	29.0	30.8	32.1	34.0	30.6	-10.2	10.8
Computer sciences	44.9	34.2	34.4	35.0	33.4	32.8	-1.9	-27.0
Office Administration	28.5	28.3	28.8	33.6	36.0	32.5	-9.7	13.9
ESL		35.4	38.8	39.3	38.7	33.2	-14.2	N/A
Chemistry	30.7	26.0	28.2	33.3	33.0	36.4	10.2	18.5
Speech	28.5	32.1	34.8	36.5	37.0	35.9	-3.1	25.9
F&CS,Child Dev.	29.4	33.6	35.2	38.0	37.5	37.9	1.2	29.0
Art	26.9	25.0	28.7	30.6	29.0	28.9	-0.3	7.5
Music	28.3	23.6	26.2	28.1	27.9	26.1	-6.3	-7.7
Nursing	12.8	13.1	14.7	15.3	14.8	13.3	-10.0	4.1
Business	38.0	26.9	30.4	34.0	32.6	31.2	-4.2	-18.0
Accounting	39.6	32.5	31.9	33.5	30.8	30.4	-1.2	-23.0
Electronics	35.1	18.2	19.4	21.9	21.8	21.2	-3.0	-39.8
Philosophy	30.0	36.2	42.9	42.3	44.1	39.4	-10.6	31.5
Physics	31.7	29.2	30.2	32.5	35.0	31.1	-11.0	-1.8
Fashion	26.5	24.7	24.2	25.4	25.6	26.5	3.3	0.0
Construction Trades	30.2	24.8	23.4	23.1	23.1	19.7	-14.7	-34.7
Automotive	30.4	21.2	22.9	26.8	24.8	23.3	-5.9	-23.2
District Average Class Size	29.8	29.6	31.5	33.8	33.8	32.6	-3.6	9.4

Source: Office of Research and Planning

Note: Sorted by Fall 1993 WSCH. Enrollment per weekly faculty contact hour approximates class size.

WSCH BY COURSE CLASSIFICATION

The classifications of courses cited in Table 18 and its accompanying figures are derived from the *Directory of Educational Programs and Courses*, published by the Office of Curriculum and College Relations, Educational Services Division. Some courses are offered on a trial basis before completing the approval process, which includes coding for classification. Colleges offering these courses show less than 100% coded WSCH, and the totals for coded WSCH do not add up to the total District WSCH figure in most years.

There are eleven letter/number symbols in the course data base designated by the State to classify a course's primary objective. When applied to WSCH, they can also be used as a measure of student purpose. Here, they have been collapsed to three categories: Prerequisite and Developmental, which includes courses classified as C1 (Pre-Collegiate Developmental and Compensatory, and pre-collegiate Basic Skills),C2 (Adult Basic Skills), D1 (Personal Development and Survival), D2 (Parenting and Family Support), D3 (Community and Civic Development), and H(Courses for the Substantially Handicapped); Liberal Arts, including A (Baccalaureate Oriented) and D4 (General and Cultural) courses; and Occupational, which includes only E (Career and Occupational) courses.

Most of the courses included under Prerequisite and Developmental are designed to meet the academic and personal needs of educationally disadvantaged or otherwise handicapped students. These courses include basic skills and developmental classes below college level, in English, English as a Second Language (ESL), Math, Speech, and Learning Skills, as well as special education classes for various categories of disabled students, and personal development classes taught by counselors. All the WSCH listed here under Prerequisite and Developmental is in credit classes.

The Occupational category includes courses intended to prepare students for a career or occupation without the need for subsequent training or education in an institute of higher education. Some of these courses may be transferable to equivalent vocational programs offered in California State University (CSU) institutions; none are transferable to the University of California (UC).

The Liberal Arts and Sciences classification includes all courses offered at the freshman and sophmore level at four-year colleges. These are all transferable, either to both CSU and UC institutions, or to CSU schools only

In some past years, not all classes were fully coded on the district database. This occurred before information systems were fully developed, and data requirements became more stringent. The comparatively low percentages of Prerequisite and Developmental WSCH in those years hint that much of the uncoded WSCH may have been in that classification.

TABLE 18

WEEKLY STUDENT CONTACT HOURS BY COURSE CLASSIFICATION AND COLLEGE, FALL 1980 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Prerequisite and Developmental											
1980	7.6	11.1	8.6	10.9	4.3	14.6	5.3	5.6	7.7	7.4	75,345
1985	13.4	13.3	9.5	14.3	5.0	14.9	6.7	7.8	12.0	9.5	78,749
1986	17.6	17.3	16.4	17.1	9.2	20.3	9.1	12.0	14.2	13.6	135,749
1987	18.7	17.9	16.4	16.8	10.1	28.2	9.8	12.9	14.1	14.6	144,411
1988	21.5	19.7	17.9	19.7	11.4	38.4	13.8	12.9	14.6	16.9	167,519
1989	25.8	19.6	18.1	29.3	11.8	36.3	14.5	12.6	15.7	18.2	182,132
1990	26.2	19.8	18.0	34.3	10.6	41.4	15.7	12.6	17.9	19.3	197,727
1991	22.5	15.9	16.2	30.6	11.5	42.4	13.3	13.5	17.9	17.9	195,150
1992	22.9	16.0	15.2	26.1	11.1	34.3	13.8	13.7	17.4	17.1	183,641
1993	27.3	15.0	15.5	28.6	13.0	32.8	12.5	13.8	17.9	17.9	175,746
Percent Occupational											
1980	41.2	33.5	36.4	37.3	33.5	36.9	76.9	36.2	45.4	43.0	439,421
1985	36.5	33.2	30.7	35.2	34.5	42.9	76.6	32.3	46.2	42.1	340,682
1986	35.6	31.4	28.8	31.1	32.2	40.1	74.7	31.1	46.0	39.9	396,925
1987	33.1	28.5	28.4	30.0	30.1	34.6	73.4	28.7	41.3	37.2	368,098
1988	32.2	25.5	27.9	30.3	28.6	26.3	68.7	29.0	38.8	35.2	348,133
1989	29.7	25.9	29.0	27.7	28.0	28.9	66.8	28.3	38.8	34.4	344,254
1990	28.8	22.8	26.3	24.3	27.8	22.9	62.4	27.3	34.8	31.8	343,006
1991	29.3	23.7	29.9	30.5	27.0	24.4	65.3	26.9	34.1	33.1	360,348
1992	29.1	25.1	26.1	30.5	26.0	26.6	62.3	26.9	32.9	32.3	346,762
1993	28.5	25.1	24.0	30.8	24.0	25.0	64.6	25.8	29.3	32.0	314,495
Percent Liberal Arts & Sciences											
1980	51.1	55.5	55.0	51.7	62.2	48.5	17.9	58.2	46.9	49.6	507,204
1985	50.1	53.5	57.2	50.4	60.5	42.2	16.8	59.9	41.7	48.2	390,602
1986	46.8	51.3	54.7	51.8	58.6	39.6	16.2	56.9	39.8	46.5	463,314
1987	48.3	53.6	55.2	53.2	59.8	37.2	16.7	58.4	44.6	48.1	475,722
1988	46.4	54.8	54.2	50.0	60.0	35.3	17.5	58.0	46.6	47.8	472,771
1989	44.5	54.5	52.9	43.0	60.2	34.8	18.8	59.1	45.5	47.3	473,214
1990	45.0	57.4	55.6	41.4	61.6	35.7	21.9	60.0	47.3	48.9	502,475
1991	48.2	60.4	53.9	38.8	61.5	33.2	21.4	59.5	47.9	48.9	532,392
1992	48.0	58.9	58.7	43.4	63.0	39.1	23.9	59.4	49.7	50.6	542,822
1993	44.3	59.9	60.6	40.6	63.0	42.2	22.8	60.3	52.8	50.1	492,673
Total WSCH											
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	813,476
1986	155,112	123,754	84,626	36,295	179,523	36,687	151,166	157,864	70,960	100.0	995,988
1987	140,017	113,644	81,630	34,282	170,787	39,300	142,884	152,054	66,963	100.0	989,204
1988	140,027	119,222	79,343	33,343	172,322	45,792	145,623	150,700	71,805	100.0	995,795
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710
1991	158,733	140,563	96,594	57,181	174,896	63,641	153,077	164,535	84,011	100.0	1,093,232
1992	161,008	150,304	89,521	62,056	172,324	52,930	160,388	162,440	78,370	100.0	1,085,421
1993	149,476	138,173	81,454	51,185	151,018	52,410	150,714	145,510	69,933	100.0	989,873

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1993, Data Processing Branch, Business Services Division.

Note: Proportions for 1980 should be regarded with caution, because of the large number of courses which were not classified.

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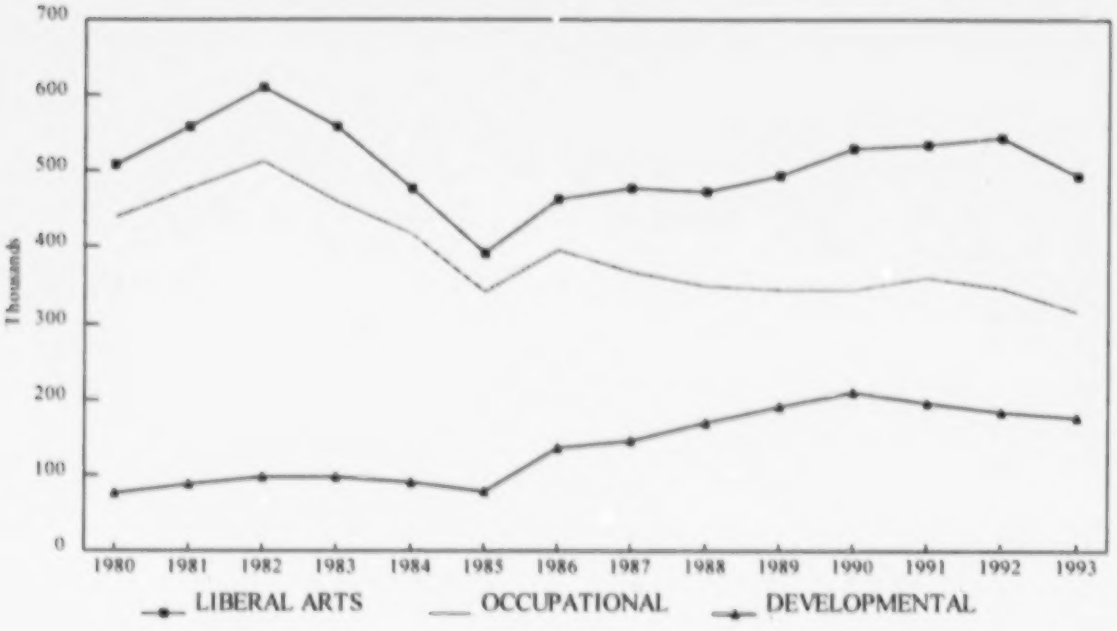
FIGURE 18: DISTRICT WSCH BY COURSE CLASSIFICATION, FALL 1980 - FALL 1993



WSCH BY COURSE TRANSFER STATUS

The transfer status of a course represents the extent it can be accepted for credit at four-year institutions. Transferable courses are usually equivalent to lower-level offerings at four-year schools. The courses transferable to both CSU and UC can be considered the equivalent of the liberal arts and sciences category, although they include some transferable vocational offerings. Many of the courses transferable to CSU can only serve as prerequisites of CSU career-oriented programs in fields like business, health occupations or journalism. The non-transferable courses contain many occupational offerings as well as prerequisite and developmental. Much if not most ESL WSCH is included in this category.

FIGURE 19: DISTRICT WSCH BY COURSE TRANSFER STATUS, FALL 1980 - FALL 1993

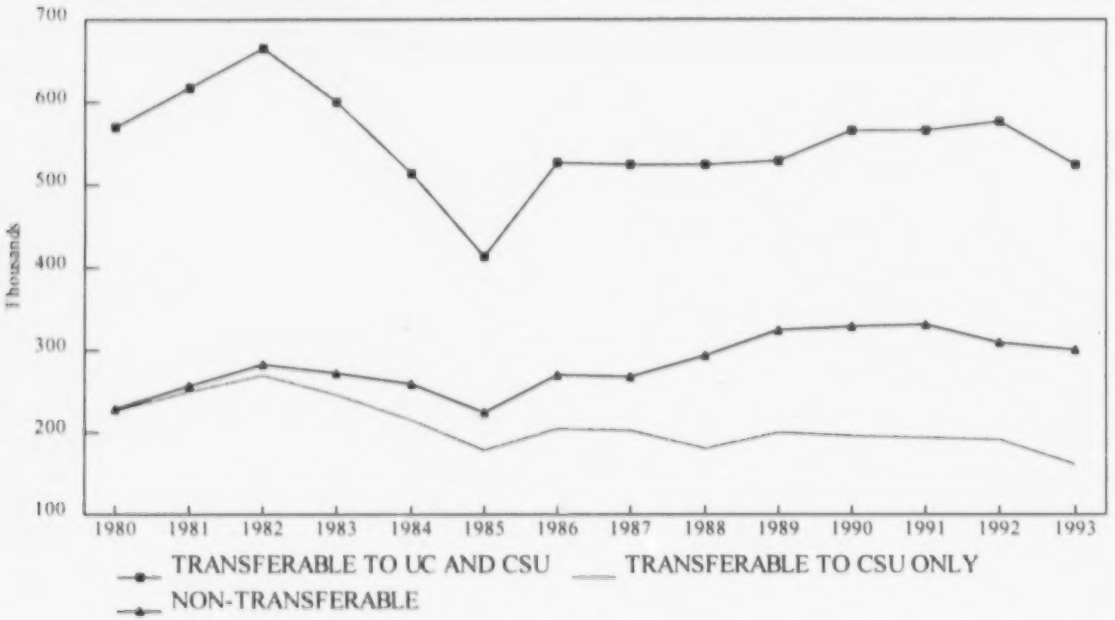


TABLE 19

WEEKLY STUDENT CONTACT HOURS BY COURSE TRANSFER STATUS AND COLLEGE, FALL 1980 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transferable to UC and CSU											
1980	59.0	61.9	57.7	61.0	66.8	54.0	20.6	67.3	55.6	55.7	569,193
1985	50.8	58.4	54.9	51.5	64.4	47.0	18.9	63.1	44.2	50.7	446,147
1986	54.2	59.7	55.8	59.0	66.8	43.7	19.7	63.6	45.1	52.7	498,877
1987	54.2	58.7	57.9	55.5	66.1	40.9	19.0	64.0	50.2	52.9	498,242
1988	52.4	59.6	56.3	51.8	66.1	38.1	20.0	63.5	51.9	52.5	502,952
1989	48.3	57.2	55.1	44.1	64.6	36.4	21.0	61.1	49.2	50.3	502,602
1990	49.2	59.3	55.7	38.7	66.9	38.7	23.9	63.1	52.3	51.9	532,869
1991	51.2	62.6	53.5	40.7	65.8	39.4	23.5	62.5	52.5	51.9	566,878
1992	50.9	61.6	58.6	46.0	68.5	47.2	26.6	60.1	54.7	53.6	582,102
1993	48.7	62.5	61.2	44.6	67.8	50.2	24.3	60.9	56.9	53.2	526,240
Percent Transferable to CSU Only											
1980	24.1	22.8	25.5	25.2	22.7	26.0	13.6	23.8	19.5	22.0	224,739
1985	24.9	24.3	24.8	25.5	22.6	25.3	11.8	25.3	18.3	21.9	192,600
1986	21.9	20.7	25.2	17.0	20.0	28.5	11.4	23.6	20.7	20.4	192,759
1987	21.4	20.7	24.0	17.8	20.6	26.5	10.9	22.8	22.4	20.2	190,566
1988	19.3	16.0	20.3	18.6	18.2	22.0	10.9	20.4	23.1	18.1	173,294
1989	19.3	18.9	21.9	19.3	18.5	20.7	10.6	23.1	22.3	19.0	189,453
1990	18.7	17.5	22.0	21.4	18.8	15.5	10.4	21.2	16.8	17.9	183,551
1991	19.5	16.4	25.1	20.5	19.1	14.8	10.3	20.0	15.7	17.8	194,592
1992	19.3	17.1	20.2	19.3	17.3	15.8	13.3	22.4	13.4	17.8	193,085
1993	16.5	17.5	19.3	18.7	16.3	13.8	11.9	20.8	11.2	16.4	162,174
Percent Non-Transferable											
1980	16.9	15.3	16.8	13.8	10.5	20.0	65.8	9.0	25.0	22.3	228,008
1985	24.3	17.3	20.3	23.0	13.0	27.7	69.3	11.6	37.5	27.4	241,522
1986	23.8	19.6	19.0	24.0	13.2	27.8	68.9	12.8	34.2	27.0	255,308
1987	24.4	20.6	18.1	26.7	13.3	32.6	70.1	13.2	27.4	26.8	252,753
1988	28.3	24.5	23.4	29.6	15.7	39.9	69.1	16.1	25.0	29.4	281,930
1989	32.5	23.8	23.0	36.6	16.9	42.9	68.5	15.8	28.6	30.8	307,546
1990	32.1	23.3	22.2	39.8	14.3	45.7	65.7	15.6	30.9	30.2	310,290
1991	29.3	21.0	21.4	38.8	15.1	45.9	66.2	17.5	31.8	30.3	331,761
1992	29.8	21.3	21.2	34.7	14.2	37.0	60.1	17.5	31.9	28.6	310,234
1993	34.8	20.0	19.5	36.7	15.8	36.0	63.7	18.3	31.9	30.5	301,459
Total WSCH											
1980	171,627	134,831	88,277	14,507	172,306	54,346	151,702	159,927	74,417	100.0	1,021,940
1985	133,906	102,849	69,731	19,978	150,280	26,527	135,582	124,326	50,297	100.0	880,269
1986	155,112	123,754	84,626	36,295	179,523	36,687	151,166	157,864	70,960	100.0	946,944
1987	149,265	126,196	85,705	35,724	179,203	40,559	144,090	159,222	69,239	100.0	941,561
1988	148,910	131,384	82,019	35,985	177,809	47,651	142,594	157,045	72,396	100.0	958,177
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710
1991	158,733	140,563	96,594	57,181	174,896	63,641	153,077	164,535	84,011	100.0	1,093,231
1992	161,008	146,384	89,521	62,056	172,324	52,930	160,388	162,440	78,370	100.0	1,085,421
1993	149,476	138,173	81,454	51,185	151,018	52,410	150,714	145,510	69,933	100.0	989,873

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1993, Data Processing Branch, Business Service Division. Proportions for 1980 should be regarded with caution, due to the larger numbers of courses that could not be coded by course classification in that year.

SUMMER SESSION ENROLLMENT AND WSCH

Because the summer session is only six weeks long, most of its classes require three times more weekly time than is needed during the fall and spring semesters. Summer session WSCH is consequently greater, but its literal display can be misleading in comparing summer productivity to other semesters. The figures listed in Table 20 and its graphs have been adjusted to display the equivalent of regular semester WSCH. The raw numbers are divided by three, since the six-week summer session is a third the length of an eighteen-week semster, and most classes meet nine hours a week instead of three.

The scope of summer programs cannot be ascertained until final funding is determined for the preceding spring semester. Although summer session WSCH and enrollment have increased substantially in recent years, they stand at little more than half their 1975 level. There has been sharp growth in some years, but uncertainty of funding has prevented any sustained recovery. In 1978, following passage of Proposition 13, no summer session was offered at all. In general, fluctuations in the size of enrollment and WSCH represent differences in the number of classes offered.

TABLE 20

SUMMER SESSION ENROLLMENT AND WSCH, 1975 - 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,131	654	5,689	1,388	5,135	6,278	2,159	33,985
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	30,894
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2,556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,267	1,876	3,269	3,851	2,448	29,306
1985	3,338	2,579	2,159	430	3,062	773	2,022	2,690	1,418	18,471
1986	3,361	2,755	2,112	528	3,438	958	2,286	3,053	1,521	20,012
1987	2,102	1,614	1,311	862	2,218	778	1,666	2,026	827	13,404
1988	3,940	2,847	2,123	892	3,993	1,133	1,824	3,456	1,618	21,826
1989	4,287	3,174	2,297	811	4,511	983	1,772	3,837	1,819	23,491
1990	4,284	3,088	2,422	849	4,755	1,347	1,993	4,494	2,206	25,438
1991	2,401	2,595	1,908	178	4,194	1,738	2,179	4,066	2,209	21,468
1992	4,430	2,439	25	1,416	3,867	1,471	2,092	4,364	1,883	21,987
1993	1,624	2,689	1,258	1,154	1,496	1,484	1,880	4,066	1,853	17,504
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,988	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,342
1986	13,340	10,695	8,595	1,738	14,288	3,724	10,761	11,410	5,961	80,512
1987	8,169	6,284	5,131	2,999	7,713	2,989	6,850	7,555	2,975	50,654
1988	15,309	10,962	8,566	2,484	15,077	2,989	6,850	7,555	2,975	50,654
1989	17,054	12,413	9,015	2,603	17,244	3,938	7,430	14,974	6,853	91,524
1990	17,339	12,108	9,159	2,939	18,201	5,641	8,800	17,771	7,975	99,932
1991	9,195	10,343	7,450	641	15,904	6,633	9,269	15,692	8,475	83,602
1992	17,677	9,670	154	4,900	15,090	5,317	9,202	17,005	8,388	87,402
1993	5,718	10,801	5,471	4,161	5,455	6,097	8,102	15,702	7,799	69,306

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 through 1988. Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division, 1989 through 1993.

Note: Converted to semester equivalent to allow for the six-week length of the summer session, and consequent greater WSCH. No summer session was offered in 1978.

FIGURE 20.1: DISTRICTWIDE SUMMER SESSION ENROLLMENT, 1975 - 1993

FIGURE 20.2: DISTRICTWIDE SUMMER SESSION WSCH, 1975 - 1993

PACE WSCH

The Project for Adult College Education (PACE) was developed in Michigan community colleges to better enable adults working full-time to earn a college degree in the shortest possible time. The Program calls for students to earn 60 units of general education credit in five semesters of 12 units each, attending evening classes and weekend conferences, and viewing instructional television tapes two hours a week. The transfer courses offered fulfill lower-level general education requirements for the upper-division components of the PACE program offered by participating CSU institutions. The four courses given each semester are selected to make up a theme, such as Culture and Identity or Changing Life on Earth, and are team-taught by specially hired instructors.

Since its inception at Harbor in 1983, the PACE program has attracted many new students, and has provided dramatic enrollment and WSCH increases in the transfer disciplines included in its curricula. After tripling its enrollment at Harbor within two years, PACE began at East, Mission, Pierce, Southwest and West in Fall 1986. Trade-Tech joined the program in Fall 1989.

The greatest semester WSCH at any college was at Mission in Fall 1987. Mission's program has had the largest fall semester enrollment for the last six years. Among disciplines, Humanities has benefited most consistently from PACE; it has been included every semester at most colleges. English and History respectively are the next most offered subjects. The biggest districtwide semester WSCH of any discipline was in mathematics, in Fall 1987. Program WSCH peaked in Fall 1990.

FIGURE 21.1: DISTRICT PACE WSCH, FALL 1983 - FALL 1993

TABLE 21.1

PACE PROGRAM WSCH BY COLLEGE AND DISCIPLINE

FALL 1983 - FALL 1993

Year and Discipline	East	Harbor	Mission	Pierce	South-west	Trade-Tech	West	District
FALL 1983								
Total		1,926						1,926
FALL 1984								
Total		2,919						2,919
FALL 1985								
Total		6,258						6,258
FALL 1986								
Total	3,147	7,005	2,997	5,562	3,126		4,470	26,307
FALL 1987								
Total	4,215	6,232	8,790	4,907	3,211		4,941	32,296
FALL 1988								
Total	4,164	5,502	6,780	4,212	3,123		4,818	28,599
FALL 1989								
Total	3,603	5,172	6,396	4,143	2,034	2,079	3,837	27,264
FALL 1990								
Total	5,249	5,181	7,743	5,397	3,525	2,985	4,757	34,837
FALL 1991								
Total	4,401	5,982	6,378	5,040	1,899	2,838	3,978	30,516
FALL 1992								
Total	3,750	4,724	5,880	5,169	2,829	3,572	3,524	29,448
FALL 1993								
Art		738						738
Music			706		636			1,342
Theater							912	912
English	1,068	582	132	1,122	129	1,000		4,033
Speech	1,038	696	646	1,128	613		930	5,051
Mathematics		355	215				235	805
Statistics		327						327
Oceanography		345						345
Psychology	657	687	610	1,059	601		822	4,436
Economics	156							156
History		564				749		1,313
Political Sci.	1,026	699	657	1,155	614		897	5,048
Sociology						803		803
Humanities						708		708
Total	3,945	4,993	2,966	4,464	2,593	3,260	3,796	26,017

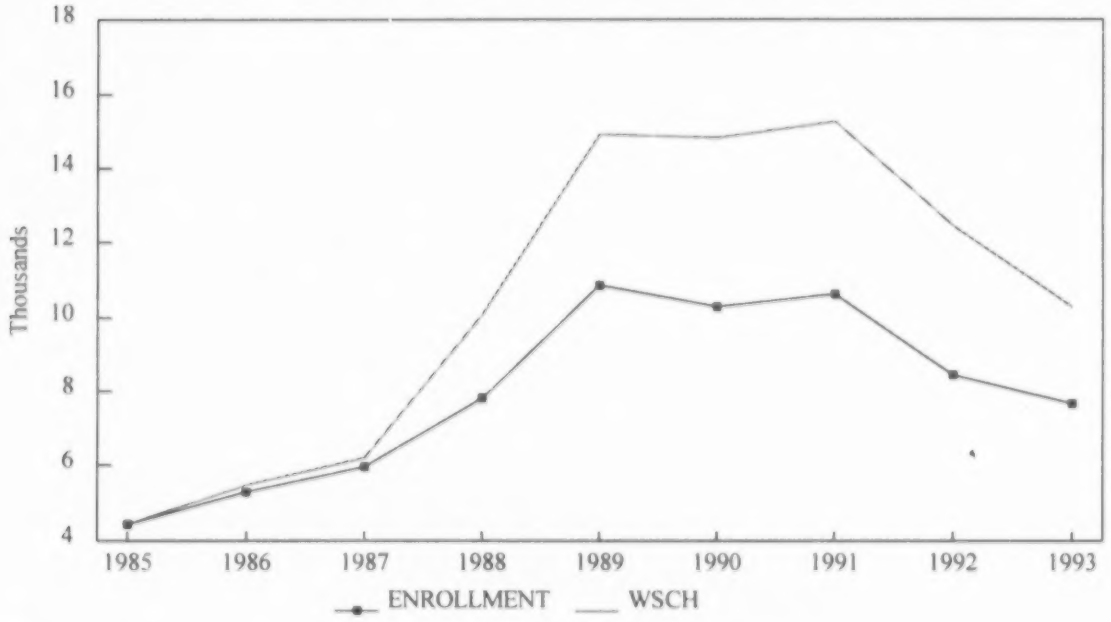
Source: Office of Research and Planning

ESL WSCH AND ENROLLMENT

Until 1988, courses in English as a Second Language (ESL) were offered under three major disciplines: English, Developmental Communications, and Speech. At City and East, some ESL reading classes were given by Psychology instructors. There were also ESL components in the labs and exercises conducted under Learning Skills, and some specialized vocabulary classes in occupational fields. In 1988 the State approved and condoned ESL as a separate discipline with its own certification. But only a small minority of ESL classes were offered as the new discipline that fall. It has since been inaugurated at Mission, Southwest, Trade-Tech and West. In Fall 1992, Developmental Communications courses in ESL were assigned to the ESL discipline. But more than a third of ESL offerings are still in other disciplines, mostly in English.

In Table 21.3, students listed as non-credit include those enrolled *only* in non-credit classes; those also enrolled in any credit classes are included as credit students. Purely non-credit students have almost all been participants in the Amnesty program.

FIGURE 21.2: DISTRICT ESL ENROLLMENT AND WSCH, FALL 1985 - FALL 1993



Note: WSCH is normed on 1985 enrollment, for comparison of trends.

TABLE 21.2

ESL WSCH BY COLLEGE AND DISCIPLINE

FALL 1985 - FALL 1993

Year and Discipline	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Dev. Comm.	4,571	102		938		456				5,611
English	5,456	3,416	414	582	854	44	1,280	2,438	465	14,949
Learning Skills	31									31
Speech	2,016	687	177	75	96	183	150	231	84	3,516
TOTAL	**12,074**	**4,205**	**591**	**1,595**	**950**	**44**	**1,430**	**2,669**	**549**	**24,107**
FALL 1986										
Dev. Comm.	4,957	216		1,596		456	2,003			7,225
English	5,931	3,763	344	1,291	1,120	125	1,913	3,167	920	18,574
Learning Skills	4									4
Speech	2,211	636	216	132		183	90	414	33	3,915
Subt. Credit ESL	13,103	4,615	560	3,019	1,120	764	2,003	3,581	953	29,718
Noncredit ESL	84									84
TOTAL	**26,290**	**9,230**	**1,120**	**6,038**	**2,240**	**1,528**	**6,009**	**7,162**	**1,906**	**59,520**
FALL 1987										
Dev. Comm.	4,683	360	39	2,022		1,318				8,422
English	5,666	3,884	984	981	1,093	133	1,900	3,254	1,160	19,055
Speech	2,229	690	138	168	135	678	222	1,197	84	5,541
Subt. Credit ESL	12,578	4,934	1,161	3,171	1,228	2,129	2,122	4,451	1,244	33,018
Noncredit ESL	495	402	400	1,767		4,838				895
TOTAL	**13,073**	**4,934**	**1,561**	**3,171**	**1,228**	**2,129**	**2,122**	**4,451**	**1,244**	**33,913**
FALL 1988										
Dev. Comm.	5,583	402	78	1,767		4,838	3,765			12,668
English	5,428	2,856	1,086	1,185	1,073	513		3,496	1,654	17,291
Learning Skills	214									
ESL	2,823	522	192	378	219	2,868	3,765	1,293	246	3,765
Psychology	13,834	180	1,356	3,330	1,292	8,219	3,765	4,789	1,900	180
Speech	2,823	522	192	378	219	2,868	138	1,293	246	8,679
Subt. Credit ESL	14,048	3,960	1,356	3,330	1,292	8,219	3,903	4,789	1,900	42,797
Noncredit ESL	9,225	3,960	795	3,330	1,292	8,219	2,013	4,789	1,900	12,033
TOTAL	**23,273**	**3,960**	**2,151**	**3,330**	**1,292**	**8,219**	**5,916**	**4,789**	**1,900**	**54,830**
FALL 1989										
Dev. Comm.	9,326	768	273		1,483			3,658	1,691	10,367
English	7,252	3,986	1,172		1,483			3,658	1,691	19,242
ESL				9,510		12,300	2,187		516	24,513
Psychology		537								537
Speech	2,937	699	189	129	330		87	1,434	207	6,012
Subt. Credit ESL	19,515	5,990	1,634	9,639	1,813	12,300	2,274	5,092	2,414	60,671
Noncredit ESL	7,114			4,439	1,072	585	6,642	324	351	20,527
TOTAL	**26,629**	**5,990**	**1,634**	**14,078**	**2,885**	**12,885**	**8,916**	**5,416**	**2,765**	**81,198**

Continued on Next Page

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TABLE 21.2 (Continued)

Year and Discipline	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1990										
Dev. Comm.	10,181	1,866	306					246		12,599
English	7,051	4,144	1,142		1,939			3,185		17,461
ESL				8,085		13,743	3,771		4,110	29,709
Psychology		795								795
Speech	2,697	798	243	141	240			1,254		5,373
Subt. Credit ESL	**19,929**	**7,603**	**1,691**	**8,226**	**2,179**	**13,743**	**3,771**	**4,685**	**4,110**	**65,937**
Noncredit ESL	66		664	6,278		516	6,780	106	228	14,638
TOTAL	**19,995**	**7,603**	**2,355**	**14,504**	**2,179**	**14,259**	**10,551**	**4,791**	**4,338**	**80,575**
FALL 1991										
Dev. Comm.	11,265	1,881	214					237		13,597
English	7,795	4,342	1,191		2,091			4,019		19,438
ESL				10,589		13,386	3,537		3,942	31,454
Psychology		747								747
Speech	1,986	678	291	60	222			1,356	12	4,605
Subt. Credit ESL	**21,046**	**7,648**	**1,696**	**10,649**	**2,313**	**13,386**	**3,537**	**5,612**	**3,954**	**69,841**
Noncredit ESL	312		1,138	3,312		984	7,281	192	18	13,237
TOTAL	**21,358**	**7,648**	**2,834**	**13,961**	**2,313**	**14,370**	**10,818**	**5,804**	**3,972**	**83,078**
FALL 1992										
Dev. Comm.		1,236	192					87		1,515
English	7,840	4,300	1,180		2,534			3,969		19,823
ESL	11,295			9,741		8,280	4,317		3,072	36,705
Psychology		576								576
Speech	1,848	570	315	63	294			1,314	24	4,428
Subt. Credit ESL	**20,983**	**6,682**	**1,687**	**9,804**	**2,828**	**8,280**	**4,317**	**5,370**	**3,096**	**63,047**
Noncredit ESL	908		68	2,880		324	216	276		4,672
TOTAL	**21,891**	**6,682**	**1,755**	**12,684**	**2,828**	**8,604**	**4,533**	**5,646**	**3,096**	**67,719**
FALL 1993										
Dev. Comm.		234	129							363
English	10,098	3,759	745		2,592			189		17,383
ESL	10,197			6,639		6,005	3,075	3,505	2,286	31,707
Speech	450	480	123	51	228			498	33	1,863
Subt. Credit ESL	**20,745**	**4,473**	**997**	**6,690**	**2,820**	**6,005**	**3,075**	**4,192**	**2,319**	**51,316**
Noncredit ESL	384		398	979		967	261	1,435	104	4,528
TOTAL	**21,129**	**4,473**	**1,395**	**7,669**	**2,820**	**6,972**	**3,336**	**5,627**	**2,423**	**55,844**

Source: Office of Research and Planning

TABLE 21.3

UNDUPLICATED ESL ENROLLMENT BY COLLEGE AND CREDIT STATUS

FALL 1985 - FALL 1993

Year and Status*	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Credit	2,011	785	130	328	211	10	287	556	111	4,429
NonCredit										
Total	2,011	785	130	328	211	10	287	556	111	4,429
FALL 1986										
Credit	2,101	866	129	491	233	158	400	750	162	5,290
NonCredit	13									13
Total	2,114	866	129	491	233	158	400	750	162	5,303
FALL 1987										
Credit	2,071	941	224	564	269	314	426	790	192	5,791
NonCredit	84		76							160
Total	2,155	941	300	564	269	314	426	790	192	5,951
FALL 1988										
Credit	2,233	772	264	586	281	1,081	432	841	273	6,763
NonCredit	596		157				263			1,016
Total	2,829	772	421	586	281	1,081	695	841	273	7,779
FALL 1989										
Credit	2,871	1,149	334	882	398	1,054	265	941	339	8,233
NonCredit	1,219			501	66	89	601	75	61	2,612
Total	4,090	1,149	334	1,383	464	1,143	866	1,016	400	10,845
FALL 1990										
Credit	2,876	1,397	319	768	468	1,218	1,062	778	518	9,404
NonCredit	9		145	593				123		870
Total	2,885	1,397	464	1,361	468	1,218	1,062	901	518	10,274
FALL 1991										
Credit	2,819	1,404	317	1,004	477	1,207	477	1,048	465	9,218
NonCredit	87	1	246	398	1	83	564	13	4	1,397
Total	2,906	1,405	563	1,402	478	1,290	1,041	1,061	469	10,615
FALL 1992										
Credit	2,840	957	305	918	607	774	630	1,005	382	8,418
NonCredit	6	3	1	2	2	0	1	3	1	19
Total	2,846	960	306	920	609	774	631	1,008	383	8,437
FALL 1993										
Credit	2,527	883	175	655	593	635	431	905	282	7,086
NonCredit	75		29	64		249	83	65	2	567
Total	2,602	883	204	719	593	884	514	970	284	7,653

Source: Office of Research and Planning

*Students enrolled in both credit and noncredit classes are counted as credit students only.

DISTRICT ITV ENROLLMENT AND WSCH

Instructional Television (ITV) offerings are broadcast usually in the early morning hours. Patterns of enrollment and WSCH often do not match those of campus-based programs. Spring semesters have usually had larger enrollments than fall. As at the colleges, the ITV Summer Session is only a third as long as the Fall and Spring sessions, and the weekly hour load correspondingly greater. Therefore, Summer WSCH figures here have been divided by 3 to obtain an approximate equivalent to the other two semesters.

TABLE 22

INSTRUCTIONAL TELEVISION (ITV) ENROLLMENT AND WSCH

1971-72 THROUGH 1993-94

	SUMMER		FALL		SPRING	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1971-72	0	0	1,564	11,394	2,321	8,874
1972-73	929	2,787	1,941	7,839	2,051	8,778
1973-74	1,780	5,068	1,506	5,685	803	2,731
1974-75	1,115	6,817	1,177	4,452	2,910	10,128
1975-76	1,620	7,101	2,559	11,655	1,493	4,907
1976-77	478	1,854	2,989	10,886	2,253	10,163
1977-78	2,284	8,505	1,539	6,101	2,685	10,217
1978-79	0	0	1,798	7,309	1,446	5,608
1979-80	1,391	5,658	1,706	6,831	2,606	11,829
1980-81	0	0	2,147	7,133	1,563	6,777
1981-82	1,424	3,119	1,635	6,293	1,217	4,822
1982-83	352	1,059	907	4,000	1,510	6,684
1983-84	731	2,229	1,031	4,125	1,352	4,912
1984-85	687	2,787	1,013	3,500	1,362	5,334
1985-86	688	2,670	1,247	4,872	1,372	5,535
1986-87	545	1,939	803	3,126	880	3,735
1987-88	0	0	703	2,688	777	3,168
1988-89	399	1,301	678	2,616	885	3,564
1989-90	575	2,005	652	2,550	677	2,715
1990-91	643	2,211	795	3,465	970	4,122
1991-92	778	2,528	1,054	4,338	1,030	4,164
1992-93	1,011	3,397	1,334	5,487	1,037	4,242
1993-94	847	2,709	943	4,026	684	2,799

Source: Enrollment and Attendance Reports, 1968-1978, Office of Educational Research and Analysis, Division of Educational Planning and Development; and Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division, 1979 - 1994.

FIGURE 22.1: ITV ENROLLMENT, FALL 1971 - FALL 1993

FIGURE 22.2: ITV WSCH, FALL 1971 - FALL 1993

COMMUNITY SERVICES ENROLLMENT

Classes offered under Community Services are most often in recreational or avocational areas not covered in the regular curriculum, while others are in professional continuing education in such vocational fields as nursing. Before the Passage of Proposition 13, some were offered free of charge. Cost-cutting policies in the mid eighties prompted a state regulation requiring that the program be self-supporting. Many small, marginal classes have been eliminated, and programs have been discontinued at Southwest and Trade-Tech. Mission, whose program before 1990-91 was mostly restricted to traffic school, attracted a large enrollment for its new offerings even before moving to a new campus.

FIGURE 23: DISTRICT DUPLICATED ENROLLMENT IN COMMUNITY SERVICES

1978-79 THROUGH 1992-93

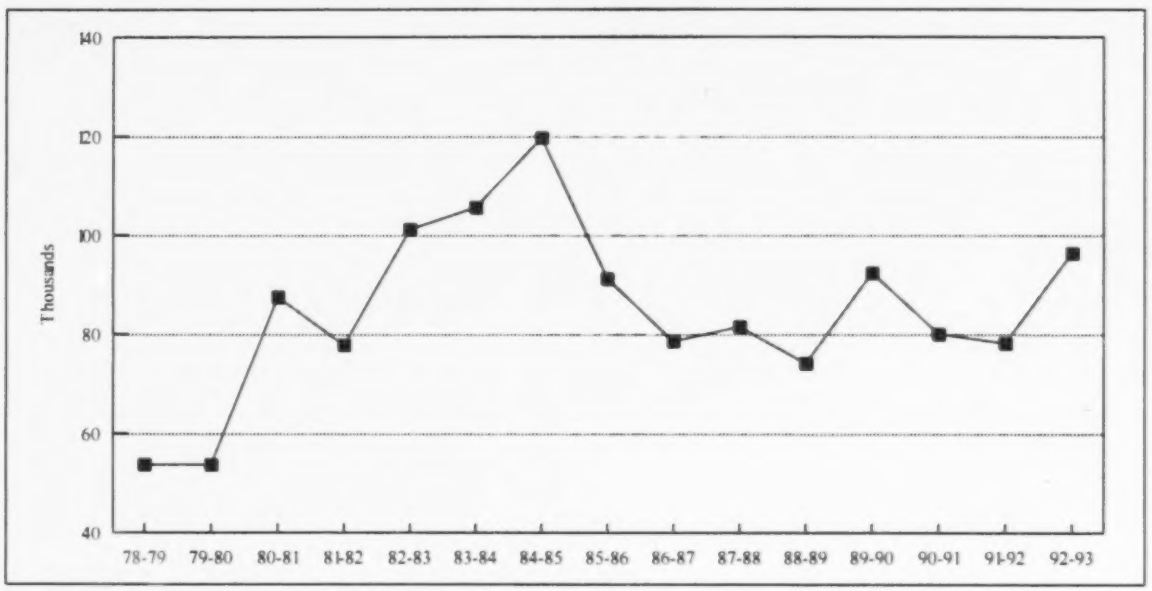

TABLE 23

DUPLICATED ENROLLMENT IN COMMUNITY SERVICES BY COLLEGE

1978-79 THROUGH 1992-93

	City	East	Harbor	Mission(1)	Pierce	South-west(2)	Trade-Tech(2)	Valley	West(3)	District
Number Enrolled										
1978-79	19,573	5,670	5,001	689	7,677	1,675	954	9,732	2,736	53,707
1979-80	17,823	5,488	3,483	1,215	10,082	3,232	564	9,149	2,855	53,891
1980-81	26,199	6,362	10,888	1,653	18,304	7,219	577	9,469	6,982	87,653
1981-82	17,210	8,000	10,336	494	18,300	7,446	442	12,534	2,928	77,690
1982-83	25,410	11,249	11,465	2,464	22,164	4,575	861	16,250	6,915	101,353
1983-84	27,409	12,773	9,978	2,337	24,497	3,625	1,304	17,875	5,875	105,673
1984-85	37,714	13,350	8,513	897	22,272	3,600	3,255	25,670	4,526	119,797
1985-86	21,589	11,354	8,974	542	22,867	2,594	2,194	15,761	5,284	91,159
1986-87	18,209	11,487	9,355	1,037	24,796	0	0	12,696	840	78,420
1987-88	16,856	13,926	12,210	1,343	24,399	0	0	12,247	732	81,713
1988-89	13,109	11,710	10,452	1,176	22,036	0	0	15,159	640	74,282
1989-90	11,659	11,964	12,595	3,148	23,232	1,500	0	27,221	932	92,251
1990-91	11,814	11,281	12,003	8,156	20,907	1,200	0	14,267	337	79,965
1991-92	11,641	10,756	13,833	5,625	21,551	1,050	0	13,504	321	78,281
1992-93	13,912	10,282	15,246	5,464	21,365	950	0	28,819	190	96,228
Percent of District Enrollment										
1978-79	36.4	10.6	9.3	1.3	14.3	3.1	1.8	18.1	5.1	100.0
1979-80	33.1	10.2	6.5	2.3	18.7	6.0	1.0	17.0	5.3	100.0
1980-81	29.9	7.3	12.4	1.9	20.9	8.2	0.7	10.8	8.0	100.0
1981-82	22.2	10.3	13.3	0.6	23.6	9.6	0.6	16.1	3.8	100.0
1982-83	25.1	11.1	11.3	2.4	21.9	4.5	0.8	16.0	6.8	100.0
1983-84	25.9	12.1	9.4	2.2	23.2	3.4	1.2	16.9	5.6	100.0
1984-85	31.5	11.1	7.1	0.7	18.6	3.0	2.7	21.4	3.8	100.0
1985-86	23.7	12.5	9.8	0.6	25.1	2.8	2.4	17.3	5.8	100.0
1986-87	23.2	14.6	11.9	1.3	31.6	0.0	0.0	16.2	1.1	100.0
1987-88	20.6	17.0	14.9	1.6	29.9	0.0	0.0	15.0	0.9	100.0
1988-89	17.6	15.8	14.1	1.6	29.7	0.0	0.0	20.4	0.9	100.0
1989-90	12.6	13.0	13.7	3.4	25.2	0.0	0.0	29.5	1.0	100.0
1990-91	14.8	14.1	15.0	10.2	26.1	0.0	0.0	17.8	0.4	100.0
1991-92	14.9	13.7	17.7	7.2	27.5	1.3	0.0	17.3	0.4	100.0
1992-93	14.5	10.7	15.8	5.7	22.2	1.0	0.0	29.9	0.2	100.0

Source: Community Service Program Directors.

1. From 1986-87 through 1988-89, Mission offered traffic school only. A full program was reinstated in Fall 1989.
2. From 1986-87, community services programs were absorbed by City.
3. From Spring 1987, mostly contract classes.

Student Performance and Articulation

- Within-semester retention rates have risen in recent years, along with proportions of continuing students. In Fall 1993, both day and evening retention rose to their highest rates on record.

- Half of all students stating degree goals, and more than three-quarters of black degree-seekers, leave college after their first year. The overall success rate for the degree-seeking cohort is 21% after three years.

- LACCD transfer numbers decreased during the past decade, in contrast to statewide transfer trends. This occurred probably because of the large, increasing share of District students in developmental and occupational programs, as well as the unique characteristics of urban college students. In Fall 1993, LACCD transfers failed to match the state recovery. CSU transfers were up slightly, but transfers to UC had fallen below the previous year's level.

- The number of degrees awarded reached an all-time in 1992-93, as a delayed result of enrollment increases beginning in the late 80s. Most of this year's gain was due to a 25% increase in certificates.

RETENTION AND SUCCESS RATES

Table 24.1 and Figure 24 cover retention of students enrolled in semestér length classes. The rate is the percentage of students enrolled on first census day that still attend in the last week of the semester. Short-term modular classes cannot be included, but open entry-exit classes are, if they have begun by first census. These classes often have larger enrollments at the end of the semester than at the beginning, thus boosting the college's retention rates.

Table 24.2 plots the extent to which students entering District colleges as freshmen in Fall 1989 either graduated or continued to enroll during three succeeding years. The success rate combines the percentage of graduates with the percentage that persisted, i.e., remained enrolled without graduating.

The issue of retention in community college programs has become a statewide concern, and data systems are being developed to analyze and evaluate factors which are assumed to affect retention both within and between semesters. These factors include counseling, assessment, placement, curricular design, and quality of instruction, among others. It may be some years before analysis of data can produce some conclusive explanations of student success or failure.

FIGURE 24: DISTRICT DAY AND EVENING RETENTION RATES, FALL 1978 - FALL 1993

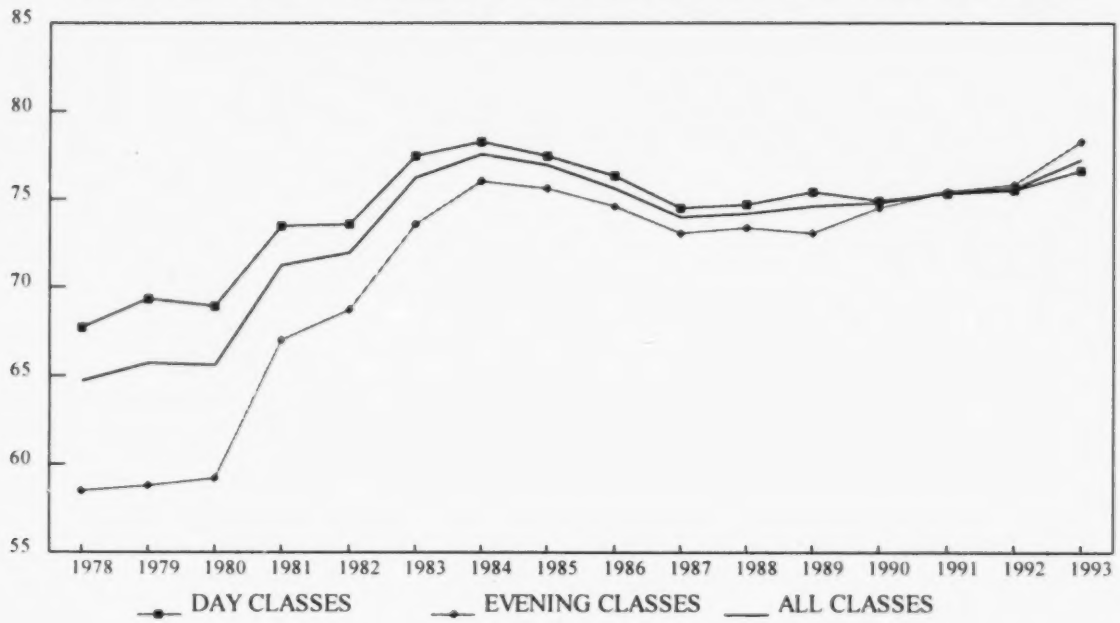

TABLE 24.1

FIRST CENSUS TO END-OF-SEMESTER RETENTION RATES BY DAY/EVENING AND COLLEGE, FALL 1978 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
1986	76.7	79.3	74.6	79.0	77.5	75.7	77.0	73.6	72.6	76.3
1987	74.8	78.2	72.3	79.6	74.3	71.6	75.6	72.8	72.2	74.5
1988	75.5	74.7	74.1	80.8	73.5	77.3	77.1	73.2	73.0	74.7
1989	75.5	76.1	72.5	78.5	75.6	86.5	75.2	73.9	73.8	75.4
1990	76.0	76.6	72.7	77.3	74.2	76.9	76.3	74.4	71.2	75.0
1991	77.8	76.2	74.2	76.8	74.0	75.4	74.9	75.7	72.0	75.4
1992	76.8	76.8	72.6	78.0	75.8	73.7	74.2	76.7	72.2	75.6
1993	77.8	78.5	74.9	79.6	76.7	74.1	74.7	77.2	74.0	76.6
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
1986	76.9	80.0	77.2	71.7	73.8	70.9	73.7	71.3	73.9	74.6
1987	74.1	76.8	73.4	74.8	72.8	67.0	75.4	70.4	72.2	73.1
1988	72.6	72.4	72.6	80.8	71.2	77.1	77.1	71.3	72.7	73.4
1989	72.3	75.3	70.5	77.2	73.5	76.5	74.3	70.3	72.0	73.1
1990	74.4	75.0	72.3	80.4	74.0	75.2	76.5	71.7	73.6	74.5
1991	73.6	77.3	75.6	78.3	75.6	76.1	75.1	74.0	75.1	75.5
1992	74.8	76.9	75.1	81.6	77.6	74.8	74.1	74.6	73.5	75.9
1993	79.2	78.9	77.7	81.9	77.7	75.3	76.9	78.1	76.9	78.2
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1985	77.1	77.0	76.5	82.0	76.8	81.2	78.5	74.8	75.3	76.9
1986	76.7	79.5	75.7	73.7	76.4	73.8	75.9	72.7	73.3	75.7
1987	74.6	77.7	72.8	76.2	73.8	69.5	75.6	71.9	72.2	74.0
1988	74.6	73.9	73.5	80.8	72.8	77.2	77.1	72.5	72.8	74.2
1989	74.5	75.7	71.7	77.6	74.9	82.2	74.9	72.5	73.0	74.6
1990	75.5	75.9	72.5	79.3	74.1	76.1	76.4	73.4	72.3	74.8
1991	76.4	76.7	74.7	77.7	74.5	75.7	75.0	75.1	73.5	75.4
1992	76.2	76.9	73.5	79.9	76.3	74.1	74.2	75.9	72.8	75.7
1993	78.3	78.7	75.8	80.9	77.0	74.6	75.3	77.5	75.3	77.2

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

Notes: Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

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TABLE 24.2

FALL 1989 FIRST-TIME DEGREE-SEEKING COHORT

PERSISTENCE, GRADUATION AND SUCCESS RATES

(Percentages)

Student Characteristics	Fall 89 Cohort	Persistence Rate				Graduation Rate				Success Rate			
		Fall 90	Fall 91	Fall 92	Fall 93	1989-90	1990-91	1991-92	1992-93	1 Yr	2 Yr	3 Yr	4 Yr
TOTAL	9,866	49.6	33.8	21.8	13.3	0.1	1.3	5.1	7.7	49.7	35.1	26.8	21.0
ETHNICITY													
Asian	1,604	58.6	40.5	24.8	13.3	0.0	2.1	7.4	11.3	58.6	42.6	32.1	24.6
Black	1,573	38.4	23.3	14.9	9.3	0.1	1.4	4.2	5.5	38.5	24.7	19.1	14.8
Hispanic	3,607	48.3	34.7	23.9	15.9	0.0	1.0	4.1	6.6	48.4	35.7	28.0	22.5
White	2,552	52.6	34.5	21.3	12.3	0.1	1.4	5.5	8.2	52.7	35.9	26.8	20.5
Other/Unknow	530	50.2	34.5	20.8	11.9	0.2	1.3	5.7	8.1	50.4	35.8	26.4	20.0
GENDER													
Female	4,990	49.4	35.4	23.2	14.5	0.1	1.3	5.6	8.7	49.5	36.7	28.8	23.1
Male	4,876	49.8	32.1	20.3	12.1	0.1	1.4	4.5	6.7	49.9	33.5	24.9	18.7
AGE													
Under 20	5,650	57.5	39.8	26.1	15.8	0.0	1.3	5.4	8.7	57.5	41.1	31.5	24.5
20-24	2,155	39.1	27.3	16.7	10.0	0.1	1.1	4.2	6.0	39.2	28.4	20.9	16.0
25-34	1,445	39.4	24.6	15.4	10.4	0.2	1.6	5.0	6.9	39.6	26.2	20.3	17.3
35 and Over	616	38.1	22.9	14.6	8.6	0.0	1.6	5.2	5.8	38.1	24.5	19.8	14.4
ED. GOAL													
Voc. Dg./Cert.	2,328	40.6	27.1	17.0	11.0	0.1	2.4	6.0	8.2	40.7	29.5	23.0	19.2
Gen Ed Dg.	978	42.2	27.7	16.8	9.9	0.0	1.3	5.4	8.0	42.2	29.0	22.2	17.9
Transfer w/Dg	4,912	53.6	36.7	24.1	15.0	0.1	1.1	5.4	8.1	53.7	37.7	29.6	23.1
Transfer No	1,648	55.0	38.1	24.3	13.5	0.0	0.7	3.2	6.0	55.0	38.8	27.5	19.5
DAY/EVENING													
Day	6,013	54.7	37.5	23.7	14.3	0.0	1.8	6.2	9.5	54.7	39.3	29.9	23.8
Both	1,582	53.8	35.9	23.3	13.1	0.2	1.3	5.4	7.7	54.0	37.2	28.7	20.9
Evening	2,271	33.4	22.4	15.5	10.6	0.1	0.3	2.3	3.3	33.5	22.6	17.8	13.9
F89 UNIT LOAD													
Under 6	1,649	26.4	17.6	12.9	9.9	0.0	0.1	0.4	1.0	26.4	17.6	13.2	10.9
6-11	3,508	44.2	29.6	20.8	14.0	0.1	0.5	2.6	4.2	44.3	30.1	23.3	18.2
12 or more	4,667	62.2	42.9	25.7	14.0	0.1	2.5	8.9	12.9	62.3	45.4	34.6	26.9

Source: Matriculation Evaluation Data System (MEDS) tapes.

Note: The Fall 1989 first-time degree-seeking cohort is established by identifing students enrolled in LACCD for the first-time in Fall 1989 with no transfer credits, and who reported their educational goals as seeking a community college certificate or degree, or transfering to a senior institution with or without a 2-year college degree/certificate. Success rates are generated by following up the Fall 1989 cohort for four consecutive years. Persistence rates were computed from fall to fall. Graduation rates were generated by matching Fall 1989 cohort with those who had been awarded a degree/certificate by each of the following four consecutive years; the rates are thus cumulative. Success rates indicate the proportions of the Fall 1989 cohort that were either enrolled in and/or had graduated from LACCD during the following three years.

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GRADE DISTRIBUTION

The most striking feature of grade distribution percentages is their uniformity across time, if not between colleges. Districtwide, the percentages of A, C and D grades have not varied as much as one percentage point year to year, although in Fall 1993 the A percentage stands two and a half points above 1981. Variation among Bs has varied no more than 1.6 points. This constancy has also prevailed at most colleges.

The "Other Grades" category includes the credit and no credit grades awarded in many non-credit developmental and basic skills offerings. The share of these grades is greatest at colleges like Mission and Southwest, which have proportionally larger non-credit enrollments than at Pierce, with the smallest "Other" percentages.

TABLE 25

GRADE DISTRIBUTION BY COLLEGE, FALL 1981 - FALL 1993

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent "A" Grades											
1981	17.4	19.6	20.0	24.3	20.9	12.6	17.5	20.9	19.4	19.1	69,307
1989	20.1	20.8	18.7	22.9	21.3	13.4	19.5	22.4	21.2	20.5	56,190
1990	19.2	20.6	20.2	22.8	21.3	14.3	19.4	22.5	20.8	20.4	57,070
1991	19.3	20.9	20.6	22.0	21.8	14.8	17.8	24.0	20.9	20.6	61,006
1992	20.1	20.4	21.7	21.3	23.9	15.6	19.9	24.2	20.1	21.4	63,299
1993	19.8	20.9	21.1	22.4	23.4	13.6	22.2	25.1	19.9	21.6	58,507
Percent "B" Grades											
1981	18.5	19.7	19.4	16.6	21.1	15.1	20.9	18.6	18.8	19.3	69,844
1989	19.3	20.5	19.6	14.9	21.7	15.3	21.2	19.3	18.7	19.7	53,985
1990	18.4	20.8	19.2	16.8	20.9	16.2	21.9	19.3	18.3	19.6	54,780
1991	18.1	20.9	18.4	15.4	21.5	16.3	21.2	19.4	17.9	19.4	57,391
1992	18.8	21.3	18.8	16.1	21.5	18.8	21.4	19.9	19.3	19.9	59,101
1993	18.2	21.0	19.7	17.4	22.2	19.4	20.2	19.9	18.7	19.9	54,013
Percent "C" Grades											
1981	17.4	17.4	17.8	11.4	19.7	16.7	21.4	16.0	17.0	17.9	64,910
1989	15.7	18.9	17.2	11.6	19.3	15.9	21.1	16.4	16.2	17.5	47,955
1990	15.8	18.2	17.0	11.5	19.1	17.0	21.2	17.1	16.8	17.6	49,194
1991	16.4	19.8	17.9	11.9	19.0	17.5	20.3	16.5	16.8	17.7	52,564
1992	16.1	20.4	17.2	13.7	19.1	18.7	20.2	16.9	16.7	17.9	53,112
1993	15.9	20.5	17.9	14.0	18.6	19.6	20.1	16.8	17.3	18.0	48,788
Percent "D" Grades											
1981	5.4	4.4	4.2	3.2	5.7	6.6	7.2	4.3	6.5	5.3	18,455
1989	5.1	5.4	4.5	2.9	5.5	5.9	6.2	4.6	5.0	5.1	14,135
1990	5.7	5.4	4.3	3.4	5.5	5.4	5.9	4.7	5.1	5.2	14,544
1991	6.0	5.6	4.9	3.7	5.2	5.9	5.9	4.4	5.3	5.3	15,636
1992	5.4	5.7	4.6	4.5	5.4	5.7	5.3	4.4	5.5	5.2	15,360
1993	4.7	5.7	5.2	3.6	5.4	6.5	5.1	4.5	5.9	5.1	13,955
Percent Other Grades(1)											
1981	41.3	38.9	38.6	44.5	32.6	49.1	33.0	40.3	38.3	38.3	135,549
1989	39.8	34.5	40.0	47.7	32.2	49.6	31.9	37.2	38.8	37.3	102,351
1990	40.9	35.0	39.3	45.6	33.2	47.1	31.6	36.5	39.0	37.3	104,486
1991	40.3	32.9	38.2	47.0	32.5	45.5	34.8	35.7	39.1	37.1	109,827
1992	39.6	32.2	37.7	44.3	30.0	41.2	33.2	34.6	38.4	35.6	105,379
1993	41.4	31.8	36.2	42.6	30.4	40.9	32.4	33.6	38.2	35.3	95,817
Total Grades Awarded											
1981	59,350	48,888	34,441	7,675	63,134	20,942	43,414	57,170	27,227	100.0	362,241
1989	44,162	36,653	23,352	11,974	47,540	14,187	30,846	43,559	22,343	100.0	274,616
1990	43,127	39,347	23,592	13,041	47,967	15,670	31,657	42,074	23,599	100.0	280,074
1991	45,246	39,102	26,579	15,205	48,700	17,571	34,630	45,374	24,017	100.0	296,424
1992	46,018	40,186	26,491	16,978	48,444	14,500	35,080	46,188	22,366	100.0	296,251
1993	41,765	39,032	23,639	14,879	42,460	14,086	33,228	41,887	20,104	100.0	271,080

Source: Data Processing Report D5120, Grade Distribution by Department. 1985 data is not available.

(1)Includes incomplete, F, credit, no credit, withdraw (W), in progress (IP) and report deleted(RD). IP is used for courses which extend beyond the normal end of an academic term. RD is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages. Included in credit are X grades and credit by exam.

TRANSFERS TO UC AND CSU

The tallies in Tables 26.1 and 26.2 include only students who transfer directly from Los Angeles Community Colleges to four-year colleges in California. They do not include LACCD students who attend colleges outside the District before transferring to four year schools, or who transfer to colleges and universities outside the state. Also left out are reverse transfers who drop out of four-year schools and enroll in LACCD colleges, or students who attend community college classes at night or in the summer while enrolled in four-year schools. Thus, transfer activity between the Los Angeles Community Colleges and four-year schools is more extensive and complex than these tables and figures can indicate.

These transfer numbers were reported by the receiving institutions to the California Postsecondary Education Commission. They are based on the last community college attended before transferring, and may understate the contributions of colleges that enroll transfer-bound students but lose them to other community colleges before they transfer to four-year schools. Before 1986, data from private institutions was erratic and incomplete; in recent years it has improved, and the larger numbers of recent years reflect a more accurate count. However, there is no data on non-fall "full-year" transfers to these institutions, if any occur. The University of California has been unable to provide full and reliable data on full-year transfers before the 1986-87 academic year, and there is no full-year data for any schools after 1992-93. For these reasons, and given the variations of transfers described above, analyses of long-term trends have focussed on fall transfers to the UC and CSU systems.

TABLE 26.1

FALL SEMESTER TRANSFERS TO CALIFORNIA PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS BY COLLEGE, 1978-79 THROUGH 1993-94

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1978-79	129	46	39	2	123	12	5	143	37	536
1980-81	104	37	48	4	104	7	5	120	37	466
1985-86	54	30	25	1	98	1	5	71	21	306
1988-89	52	54	27	2	90	1	2	89	28	345
1989-90	67	57	37	4	131	1	4	105	27	433
1990-91	66	78	36	4	137	8	3	94	21	447
1991-92	72	82	38	8	160	5	6	104	21	491
1992-93	70	56	34	11	203	5	5	148	33	565
1993-94	79	65	17	13	195	2	3	138	33	545
California State University										
1978-79	493	461	428	49	874	186	173	727	198	3,589
1980-81	475	390	402	55	794	137	150	652	239	3,294
1985-86	351	299	232	34	722	74	123	482	118	2,435
1988-89	304	228	233	43	639	61	84	445	122	2,159
1989-90	301	276	219	56	502	58	95	406	129	2,042
1990-91	329	326	232	42	602	85	90	476	168	2,350
1991-92	295	314	184	45	563	88	106	405	134	2,134
1992-93	216	274	184	64	508	61	88	389	136	1,920
1993-94	239	246	159	78	522	82	91	405	136	1,958
California Private Institutions										
1988-89	78	49	32	7	75	5	28	53	49	376
1989-90	90	45	46	10	115	14	29	86	32	467
1990-91	61	20	32	13	53	4	15	68	34	300
1991-92	26	23	14	8	56	7	7	39	32	212
1992-93	18	16	19	3	34	8	6	36	20	160
1993-94	11	17	5	2	31	7	4	25	17	119
Total Known Fall Transfers to California Public and Private Institutions										
1978-79*	622	507	467	51	997	198	178	870	235	4,125
1980-81*	579	427	450	59	898	144	155	772	276	3,760
1985-86*	405	329	257	35	820	75	128	553	139	2,741
1988-89	434	331	292	52	804	67	114	587	199	2,880
1989-90	458	378	302	70	748	73	128	597	188	2,942
1990-91	456	424	300	59	792	97	108	638	223	3,097
1991-92	393	419	236	61	779	100	119	548	187	2,837
1992-93	304	346	237	78	745	74	99	573	189	2,645
1993-94	329	328	181	93	748	91	98	568	186	2,622

Source: Reports from California State Department of Finance (to 1987) and from California Postsecondary Education Commission (CPEC), 1987-1994.

*Includes UC and CSU transfers only; figures not available for private institutions.

TABLE 26.2

FULL-YEAR TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE, 1978-79 THROUGH 1992-93

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1988-89	89	67	31	3	120	2	4	126	37	479
1989-90	84	61	45	4	159	1	4	129	35	522
1990-91	96	96	47	5	187	9	5	140	29	614
1991-92	84	96	43	8	189	5	7	138	30	600
1992-93	83	63	37	13	240	5	5	170	41	657
California State University										
1981-82	806	707	570	59	1,256	208	236	911	326	5,079
1985-86	655	568	377	49	1,122	136	198	743	209	4,057
1988-89	509	438	358	67	923	101	152	654	218	3,420
1989-90	518	497	360	102	865	104	151	692	222	3,511
1990-91	533	562	347	69	970	127	163	760	260	3,791
1991-92	468	520	288	70	881	126	162	723	200	3,438
1992-93	382	459	272	89	689	103	155	574	205	2,928
Total Known Full-Year Transfers to California Public Institutions										
1988-89	598	505	389	70	1,043	103	156	780	255	3,899
1989-90	602	558	405	106	1,024	105	155	821	257	4,033
1990-91	629	658	394	74	1,157	136	168	900	289	4,405
1991-92	552	616	331	78	1,070	131	169	861	230	4,038
1992-93	465	522	309	102	929	108	160	744	246	3,585

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS 1988-89, and STUDENT PROFILES, 1990-1994, California Postsecondary Education Commission, Sacramento, California. UC data is not available before 1986-87, and there is no full-year data for private institutions.

FIGURE 26.1: FALL SEMESTER TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES TO CSU AND UC SYSYTEMS, FALL 1978 - FALL 1993

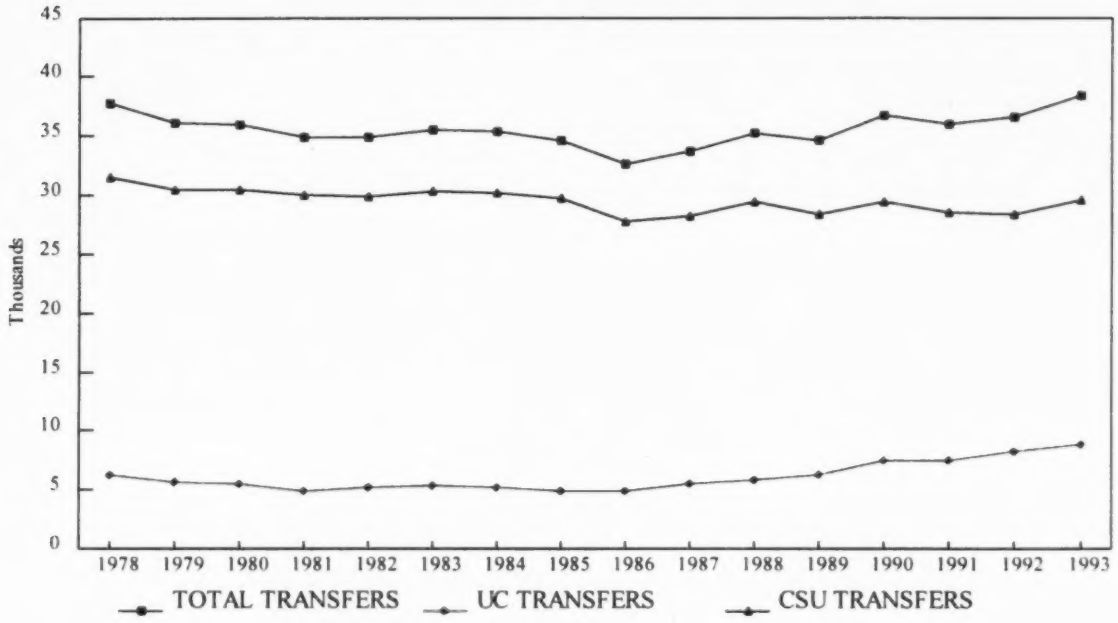
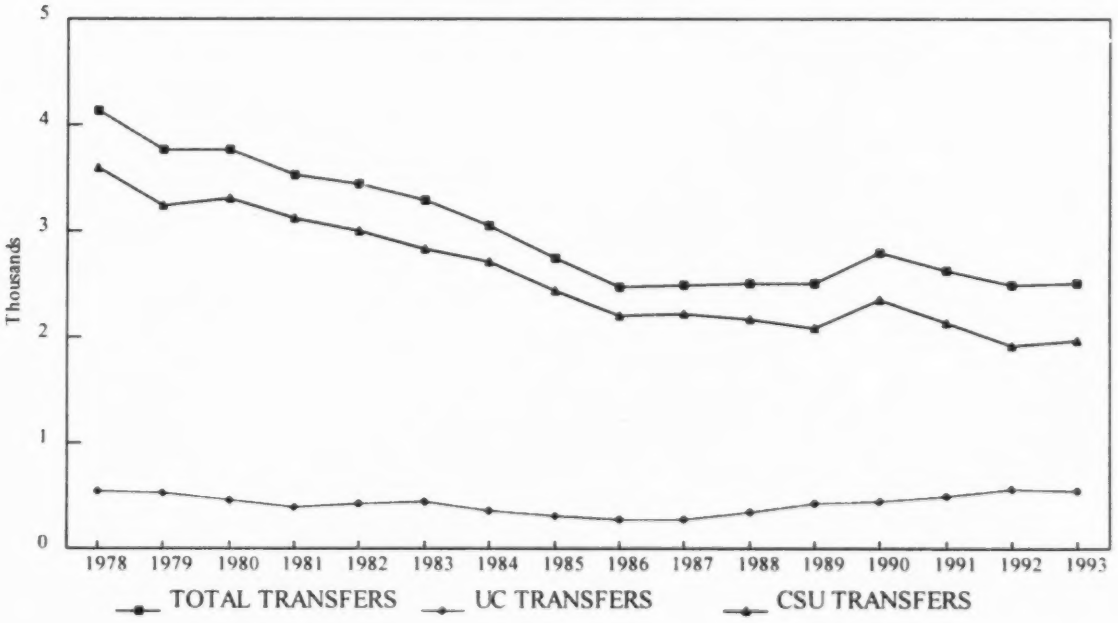


FIGURE 26.2: FALL SEMESTER TRANSFERS FROM THE DISTRICT TO CSU AND UC SYSTEMS FALL 1978 - FALL 1993



AWARDS CONFERRED

The confirmed figures listed here for awards conferred in the various categories are obtained directly from the Admissions Offices at the colleges; they may exceed the numbers recorded in the HEGIS and IPEDS reports, and even those submitted to the state Management Information System.

The districtwide trend in degrees has paralleled that in fall transfers, declining in steps from 1978-79 until 1986-87. After that year, it varied little until the 9% increase in 1991-92. Degree tallies have always been well above the numbers of fall transfers, but slightly below the full-year totals, for as long as they have been available. The 1982-83 peak in degrees and certificates occurred after a surge in first-time students in Fall 1979 and 1980, while the low point in 1990-91 followed a mid-80s enrollment decline. In 1992-93, the total number of awards rose to its highest point since the mid 80s, following a 25% increase in certificates over the previous year.

FIGURE 27: DISTRICTWIDE AWARDS CONFERRED BY TYPE, 1978-79 THROUGH 1992-93

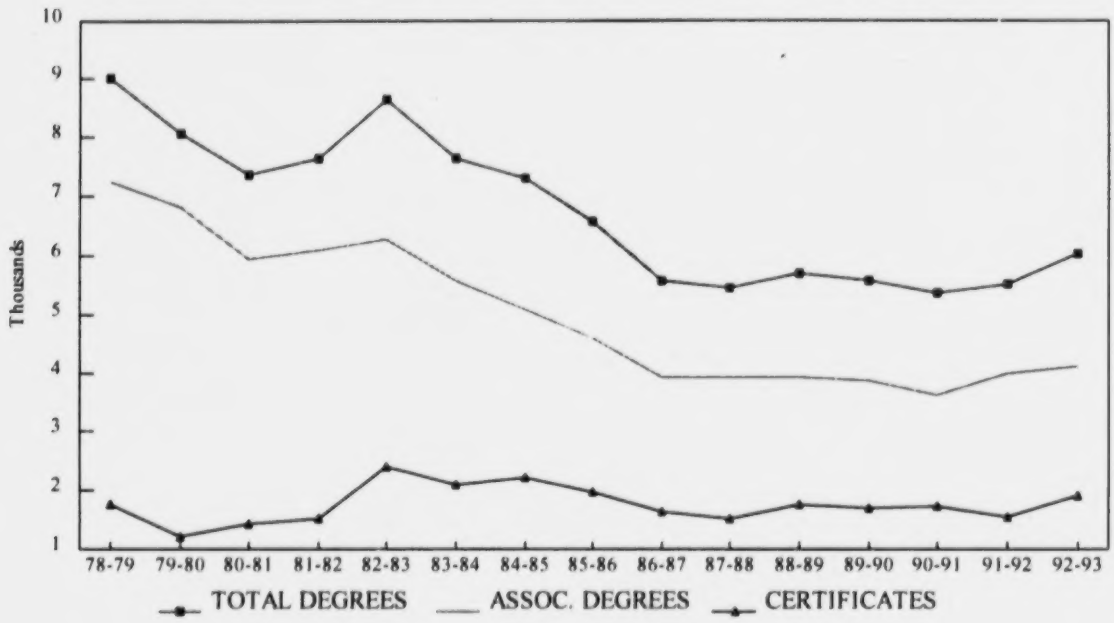


TABLE 27

AWARDS CONFERRED BY TYPE AND COLLEGE, 1978-79 THROUGH 1992-93

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Associate Degrees										
1978-79	1,219	908	707	106	1,156	398	694	1,734	325	7,247
1979-80	1,263	923	553	130	1,155	294	630	1,478	406	6,832
1980-81	1,256	1,130	486	79	1,133	429	638	448	352	5,951
1985-86	683	768	460	98	980	213	562	647	189	4,600
1986-87	625	528	443	80	962	184	370	583	145	3,920
1987-88	549	754	425	193	883	167	354	493	123	3,941
1988-89	384	700	419	204	874	193	375	514	256	3,919
1989-90	641	597	359	215	753	159	376	539	228	3,867
1990-91	457	577	365	184	772	148	380	515	228	3,626
1991-92	501	608	414	181	789	215	446	556	272	3,982
1992-93	531	612	362	234	844	238	495	564	224	4,104
Certificates										
1978-79	0	258	79	0	57	0	1,029	287	69	1,779
1979-80	0	276	26	0	57	0	641	166	58	1,224
1980-81	7	198	55	0	50	0	961	10	134	1,415
1985-86	149	218	49	27	44	48	1,071	160	223	1,989
1986-87	148	124	28	68	56	75	847	77	219	1,642
1987-88	181	141	41	82	60	34	741	103	135	1,518
1988-89	197	383	28	98	34	67	723	104	136	1,770
1989-90	211	261	23	112	42	138	705	87	131	1,710
1990-91	139	438	23	99	46	55	637	110	176	1,723
1991-92	144	60	44	92	60	62	746	113	218	1,539
1992-93	135	276	40	131	66	107	806	130	237	1,928
Total Awards										
1978-79	1,219	1,166	786	106	1,213	398	1,723	2,021	394	9,026
1979-80	1,263	1,199	579	130	1,212	294	1,271	1,644	464	8,056
1980-81	1,263	1,328	541	79	1,183	429	1,599	458	486	7,366
1985-86	832	986	509	125	1,024	261	1,633	807	412	6,589
1986-87	773	652	471	148	1,018	259	1,217	660	364	5,562
1987-88	730	895	466	275	943	201	1,095	596	258	5,459
1988-89	581	1,083	447	302	908	260	1,098	618	392	5,689
1989-90	852	858	382	327	795	297	1,081	626	359	5,577
1990-91	596	1,015	388	283	818	203	1,017	625	404	5,349
1991-92	645	668	458	273	849	277	1,192	669	490	5,521
1992-93	666	888	402	365	910	345	1,301	694	461	6,032

Sources: Higher Education General Information Surveys (HEGIS), MEDS Degrees and Certificates Reports, and College Deans of Admissions.

Special Services

- Federal legislation on handicapped access has caused an increase in the number of students seeking Disabled Services.
- The number of students receiving financial aid has increased with the uncapping of per-unit fees. Growth of regular financial aid participation has outstripped EOPS enrollment gains.
- Foreign student enrollment continues to increase districtwide. City and East have the largest populations of these students.
- The Amnesty program is running out with the expiration of the enrollment deadline, and much non-credit ESL enrollment has been lost. The GAIN program suffers from a high attrition rate, as the number of dropouts was more than double that of program completers, at the end of the fourth year of implementation.

SERVICES TO SPECIAL GROUPS

This table shows the number of students enrolled in any of several specially funded programs, plus the number of tuition-paying foreign students on F-1 visas receiving special counseling. The Veterans programs, listed in previous years, has been ommitted from the table. Since the Veterans Cost of Instruction Program (VCIP), which awarded grants to veteran students through the District, was discontinued, veterans have received their grants directly from the federal Veteran's Administration. The Veterans Educational Opportunity Program, which replaced the VCIP, offers only specialized counseling to a decreasing pool of veterans. The program is now implemented irregularly if at all on most campuses, and an accurate count of contacted veterans has become difficult to obtain.

The numbers of students served by the various programs has generally fluctuated along with enrollment, but some of the declines in EOPS and Financial Aid between 1980-81 and 1985-86 occurred after audits by the state and federal agencies that fund the grants and set guidelines for eligibility revealed the need for corrective action. Financial Aid has also been subjected to changes in administrative structure. Its districtwide total clientele has grown substantially following an increase in student fees, but is still under its 1980-81 level. EOPS enrollment has also grown substantially since 1987-88. The passage of the federal Americans with Disabilities Act in the spring of 1990 has brought about an increase in DSPS enrollees over the past two years.

Foreign students are the only special group listed here whose numbers have grown steadily over the last decade. They include only non-residents who must pay full tuition. Efforts to recruit and counsel these students have been carried out by campus-based advisers, under the coordination of the District Institute of International Education.

FIGURE 28: SERVICES TO SPECIAL STUDENT GROUPS, 1977-78 THROUGH 1992-93

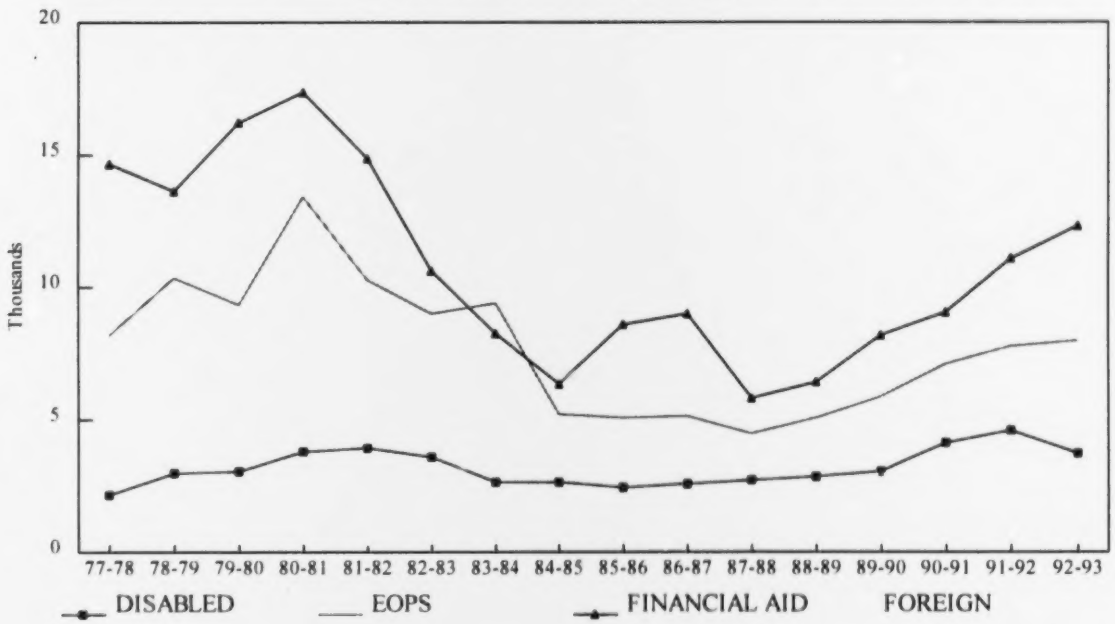


TABLE 28

SERVICES TO SPECIAL GROUPS: DISABLED STUDENTS, EOPS STUDENTS, FINANCIAL AID RECIPIENTS AND FOREIGN STUDENTS, 1977-78 THROUGH 1992-93

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Disabled Students Served										
1977-78	405	206	79	9	460	118	319	463	85	2,144
1980-81	952	331	156	77	664	178	655	549	222	3,784
1985-86	404	261	147	95	451	88	479	415	133	2,473
1987-88	491	219	154	138	492	60	449	478	219	2,700
1988-89	402	254	211	151	415	75	583	533	247	2,871
1989-90	529	286	204	178	555	110	386	548	243	3,039
1990-91	537	294	231	161	536	89	291	602	249	2,990
1991-92	567	320	200	225	686	68	215	600	227	3,108
1992-93	711	435	253	217	755	81	282	705	285	3,724
EOPS Students Served										
1977-78	2,200	1,569	255	210	97	1,500	1,300	592	510	8,233
1980-81	3,314	2,000	323	320	441	3,500	2,000	700	800	13,398
1985-86	1,337	821	165	56	297	570	834	461	512	5,053
1987-88	1,180	717	177	102	487	489	651	295	401	4,499
1988-89	1,737	620	206	209	304	553	709	311	404	5,053
1989-90	1,905	686	236	380	351	635	831	407	500	5,931
1990-91	2,512	756	307	484	401	637	935	624	462	7,118
1991-92	2,637	854	436	672	543	637	847	672	476	7,774
1992-93	2,443	972	433	762	647	674	891	746	461	8,029
Financial Aid Recipients										
1977-78	4,430	1,420	900	130	560	1,860	2,700	1,610	985	14,595
1980-81	4,472	2,224	702	179	995	2,876	3,233	1,178	1,493	17,352
1985-86	1,931	1,291	410	201	779	914	1,640	861	558	8,585
1987-88	1,453	898	375	141	560	500	1,047	545	331	5,850
1988-89	1,380	1,208	488	143	556	599	1,067	533	483	6,457
1989-90	1,881	1,535	607	196	653	789	1,288	669	560	8,178
1990-91	2,321	1,547	741	232	648	779	1,594	777	473	9,112
1991-92	2,465	1,680	1,143	331	1,175	861	1,678	1,292	512	11,137
1992-93	2,625	1,846	1,123	326	1,419	860	2,026	1,359	723	12,307
Foreign Students Served										
1979-80	224	114	28	9	98	70	85	78	6	712
1980-81	215	100	30	4	120	80	75	86	31	741
1985-86	487	56	20	12	230	49	63	111	152	1,180
1987-88	621	238	70	8	275	20	97	148	232	1,709
1988-89	625	307	117	0	265	29	64	168	200	1,775
1989-90	657	590	148	22	260	12	65	136	188	2,078
1990-91	696	743	204	34	303	19	98	172	229	2,498
1991-92	781	764	274	45	331	15	149	237	277	2,873
1992-93	870	819	268	99	319	5	144	209	256	2,989

Sources: College EOPS and DSPS program directors; Office of Special Services, Human Resources Division; Central Financial Aid Unit, Office of International Education; and college foreign student advisors. Data for Disabled, EOPS, and Financial Aid are unduplicated totals for the academic year. Foreign Students are Fall Semester counts only.

BEST COPY AVAILABLE

AMNESTY AND GAIN

The Amnesty Program was developed as a result of federal legislation aimed at giving qualified undocumented aliens the opportunity to legalize their residency and achieve citizenship. The Program offers non-credit instruction in ESL and Citizenship; the latter includes American History and Civics. The deadline for enrollment in the program was in 1987, but because of the massive response, final processing of all applicants has still not been concluded. The enrollment listed represents an unduplicated headcount for the entire year, not simply at census date. The figures are therefore much higher than the first census non-credit tallies in Table 3.2. The contact hours are not WSCH, which represents contact hours for census week only. Instead, they are the total contact hours for the entire year. The funds listed are the amount reimbursed to the program on the basis of contact hours.

The Greater Avenues to Independence (GAIN) program is a State-sponsored effort to provide basic skills, job training and other support services to qualified welfare recipients, with the goal of permanent, unsubsidized employment. Students are referred by county welfare offices, assessed, and enrolled in approriate classes for basic skills remediation. After completion of these developmental requirements, they move on to vocational training. Table 29.2 shows completions and dropouts as well as enrollment.

TABLE 29.1

AMNESTY PROGRAM ENROLLMENT, ATTENDANCE HOURS AND COSTS, 1988-89 THROUGH 1992-93

(Costs in Thousands of Dollars)

Year	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District*
1988-89										
Enrollment	2,998	1,273	464	4,971	78	1,589	1,506	102	64	13,045
Hours	145,092	55,719	29,191	334,669	1,740	174,618	76,099	6,058	3,436	826,622
Costs	$574.5	$221.3	$106.0	$1,281.4	$9.4	$1,085.6	$382.9	$43.9	$21.5	$3,726.5
1989-90										
Enrollment	2,365	491	475	3,167	378	2,012	1,873	571	129	11,461
Hours	199,505	26,222	26,414	235,453	11,733	165,692	72,812	35,638	11,075	784,544
Costs	$1,127.2	$148.2	$149.2	$1,330.3	$66.3	$936.2	$411.4	$201.4	$62.6	$4,432.7
1990-91										
Enrollment	1,767	545	163	2,206	131	1,182	1,275	385	121	7,775
Hours	136,421	46,380	10,019	163,404	6,636	117,963	82,764	33,428	20,263	617,278
Costs	$979.5	$333.0	$71.9	$1,173.2	$47.6	$847.0	$594.2	$240.0	$145.5	$4,432.1
1991-92										
Enrollment	1,290	491	189	1,873	102	1,044	819	803	122	6,733
Hours	119,829	24,137	16,769	165,356	7,289	159,574	79,351	29,589	10,965	612,859
Costs	$765.7	$154.2	$107.2	$1,056.6	$46.6	$1,019.7	$507.1	$189.1	$70.0	$3,916.2
1992-93										
Enrollment	1,223	440	11	1,060	83	729	412	446	57	4,461
Hours	107,724	33,763	4,458	151,142	5,854	124,192	44,580	39,560	5,121	516,394
Costs	$385.0	$87.3	$13.7	$420.2	$10.6	$161.2	$129.3	$110.1	$12.8	$1,345.2

Source: Accounting Branch, Business Services Division, and Amnesty Directors.

*District total may include additional districtwide expenses.

TABLE 29.2

GAIN PROGRAM ENROLLMENT, STUDENT PERFORMANCE AND COSTS, 1989-90 THROUGH 1992-93

(Costs in Thousands of Dollars)

Year	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1989-90										
New Students	397	379	32	34	20	508	408	45	70	1,893
Completions	26	7	3	1	1	38	24	1	9	110
%Compl.	6.5%	1.8%	9.4%	2.9%	5.0%	7.5%	5.9%	2.2%	12.9%	5.8%
Dropouts	159	226	9	4	13	191	170	6	10	788
%Drop.	40.1%	59.6%	28.1%	11.8%	65.0%	37.6%	41.7%	13.3%	14.3%	41.6%
Costs	$216.2	$284.2	$107.4	$107.5	$89.3	$330.3	$251.4	$111.4	$161.6	$1,659.1
1990-91										
Continuers	212	146	20	29	6	279	214	38	51	995
New Students	333	242	158	145	144	490	243	159	118	2,032
Enrollment	545	388	178	174	150	769	457	197	169	3,027
Completions	11	50	7	15	9	61	73	1	42	269
Dropouts	119	115	40	30	34	218	127	34	30	747
Costs	$220.6	$302.2	$159.3	$170.0	$147.9	$219.6	$231.2	$154.2	$145.3	$1,750.3
1991-92										
Continuers	415	223	131	129	107	490	257	162	97	2,011
New Students	172	139	93	78	60	394	269	78	95	1,378
Enrollment	587	362	224	207	167	884	526	240	192	3,389
Completions	60	90	35	60	40	104	102	52	60	603
Dropouts	222	140	108	100	74	346	188	47	92	1,317
Costs	$246.1	$326.4	$243.5	$207.1	$175.6	$348.4	$297.0	$157.8	$203.7	$2,205.7
1992-93										
Continuers	305	132	81	47	53	434	236	141	40	1,469
New Students	213	214	111	138	62	416	269	143	138	1,704
Enrollment	518	346	192	185	115	850	505	284	178	3,173
Completions	127	196	64	105	59	182	120	60	52	965
Dropouts	238	136	72	43	38	227	260	187	61	1,262
Costs	$265.9	$352.2	$173.1	$247.2	$138.9	$332.5	$292.8	$190.8	$153.2	$2,146.6
TOTALS TO DATE										
Enrollment	1,115	974	394	395	286	1,808	1,189	425	421	7,007
Completions	224	343	109	181	109	385	319	114	163	1,947
Dropouts	738	617	229	177	159	982	745	274	193	4,114
Continuers	153	14	56	37	18	441	125	37	65	946
%Compl.	20.1%	35.2%	27.7%	45.8%	38.1%	21.3%	26.8%	26.8%	38.7%	27.8%
%Dropouts	66.2%	63.3%	58.1%	44.8%	55.6%	54.3%	62.7%	64.5%	45.8%	58.7%

Source: Office of Student Services, Educational Services Division.

Fiscal and
Personnel Resources

- District General Fund income is 22% lower than its 1980 level in constant dollars.
- A shift in retirement incentives is the principal cause for both a rise in administrative costs and a drop in spending on instruction to less than half of district expenditures in 1992-93.
- Both EOPS and Financial Aid expenditures have increased with larger and uncapped student fees.
- Vocational Funding increased sustantially in 1992-93, due primarily to large direct grants awarded to Southwest and Trade-Tech. A large portion of the new funding came from local agencies supported in part by private sector employment training grants. But federal VEA funding also increased.
- Affirmative Action goals have been revised upwards for Hispanics and Asians to reflect their growing share of the area population. But the percentage of both Hispanics and women in administration and faculty are far below their benchmark goals. There is little prospect for change as long as hiring is limited by funding shortages.
- District employment has been declining, with five-year losses in full-time faculty, administration and service/maintenance. The number of hourly faculty has not declined as much as class cutbacks might indicate.

GENERAL FUND INCOME AND EXPENDITURES

The General Fund includes all funds that may be allocated at the discretion of district and college administration, plus employee benefits and some categorical funding. They include the funds identified as Program 100, which support the basic operations of the colleges and District. The inflation adjustments expressed in 1979 dollars are based on changes in the consumer price index for all consumers in the Los Angeles area, as reported by the federal Bureau of Labor Statistics.

In expenditure categories, instructional support includes mainly libraries and learning resource centers. Department Chairs expenditures were included under Instructional Administration from 1984-85 to 1989-90, when the state required them to be reported under Instruction. The following year the Chairs were returned to Instructional Administration. In the following year, they were reassigned to Instructional Administration.

TABLE 30

GENERAL FUND INCOME BY SOURCE, 1979-80 THROUGH 1992-93

(Millions of Dollars)

	1979-80	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Sources							
Federal (1)	13.47	7.08	11.11	12.99	11.75	13.79	15.36
State	129.91	138.05	141.45	155.82	161.81	153.20	150.52
Local Tax	23.62	48.64	52.15	56.53	62.33	69.91	71.78
Local Income and Fees	12.14	21.42	21.45	23.46	24.87	26.67	31.09
Total General Fund Income	179.14	215.20	226.16	248.79	260.75	263.58	268.75
In 1979 Dollars	179.14	140.20	140.57	147.07	143.78	142.19	140.00
Net Other Financing							
Incoming	0.04	0.40	1.66	0.76	0.00	0.19	0.00
Outgoing	0.81	0.97	0.80	1.91	1.89	3.17	3.16
Net General Fund Income	178.37	214.62	227.01	247.65	258.85	260.60	265.59
Beginning Balance (2)	44.08	16.17	17.97	16.02	3.95	12.99	15.80
Less Ending Balance	44.78	20.55	12.35	3.95	0.00	14.71	13.89
Total Amount Allocated	177.67	210.24	232.64	259.72	262.80	258.88	267.50
In 1979 Dollars	177.67	136.97	144.60	153.53	144.91	139.66	139.34
			Percentages				
Sources							
Federal (1)	7.6%	3.4%	4.8%	5.0%	4.5%	5.3%	5.7%
State	73.1	65.7	60.8	60.0	61.6	59.2	56.3
Local Tax	13.3	23.1	22.4	21.8	23.7	27.0	26.8
Local Income and Fees	6.8	10.2	9.2	9.0	9.5	10.3	11.6
Total General Fund Income	100.8	102.4	97.2	95.8	99.2	101.8	100.5
Net Other Financing	-0.4	-0.3	0.4	-0.4	-0.7	-1.2	-1.2
Incoming	0.0	0.2	0.7	0.3	0.0	0.1	0.0
Outgoing	0.5	0.5	0.3	0.7	0.7	1.2	1.2
Net General Fund Income	100.4	102.1	97.6	95.4	98.5	100.7	99.3
Beginning Balance (2)	24.8	7.7	7.7	6.2	1.5	5.0	5.9
Less Ending Balance	25.2	9.8	5.3	1.5	0.0	5.7	5.2
Total Amount Allocated	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sources: Annual Financial and Budget Report to the California Community Colleges from the Los AngelesCommunity College District CCFS-311, 1979-80 through 1991-92.

(1) Financial aid payments to students are excluded.

(2)Differences between the beginning balance and the previous year's ending balance occur due to accounting adjustments.

FIGURE 30: GENERAL FUND INCOME, 1979-80 THROUGH 1992-93

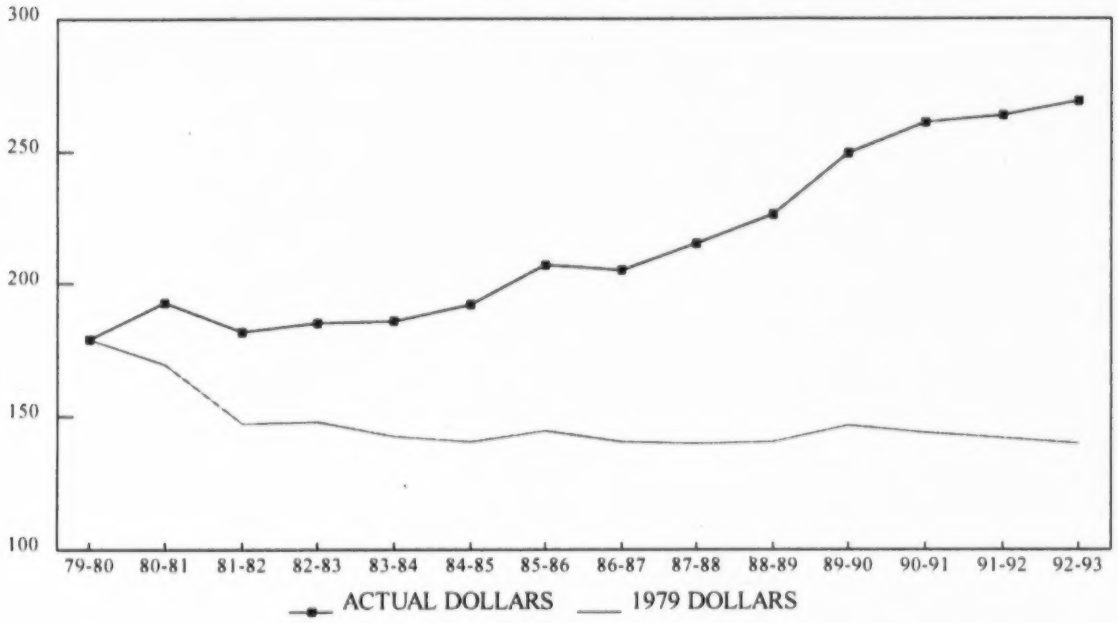


FIGURE 31: GENERAL FUND EXPENDITURES PER FTES (FULL-TIME EQIVALENT STUDENT) 1987-88 THROUGH 1992-93

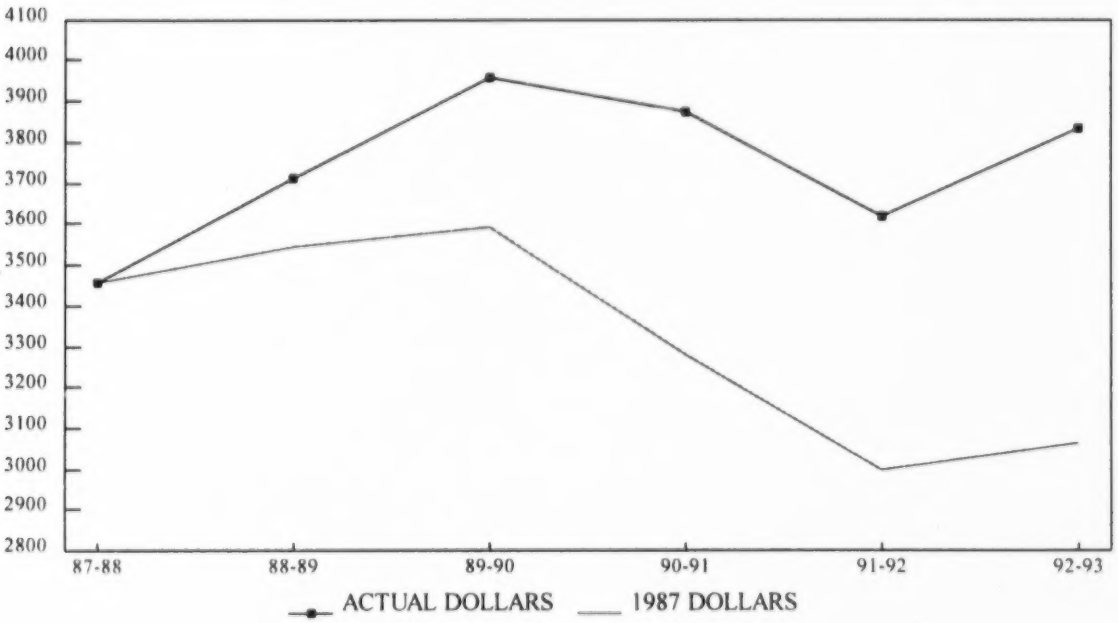


TABLE 31

GENERAL FUND EXPENDITURES BY ACTIVITY, 1979-80 THROUGH 1992-93
(Millions of Dollars)

	1979-80	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Instruction	$87.64	$102.28	$115.71	$134.60	$127.08	$129.57	123.02
Instructional Support	6.64	6.89	7.11	7.41	6.76	6.87	7.40
Subtotal Instruction	**94.28**	**109.17**	**122.82**	**142.01**	**133.84**	**136.44**	**130.41**
Instructional Admin.(1)	7.28	17.60	19.13	17.00	20.67	14.81	17.88
Planning & Policy Making	5.87	5.98	7.67	7.94	9.22	8.32	10.38
Subtotal Administration	**13.15**	**23.58**	**26.80**	**24.94**	**29.89**	**23.13**	**28.26**
Admissions & Records	3.22	6.00	6.25	6.55	6.73	6.33	6.29
Counseling	6.96	8.22	9.76	11.14	11.72	11.66	12.43
Student Services	9.30	11.78	11.83	12.98	14.46	14.52	15.94
Physical Plant	22.06	25.40	26.17	29.55	30.49	31.82	33.90
Gen. Institutional Support	24.84	21.15	26.06	27.28	31.70	28.62	33.56
Community Services	3.24	3.05	2.45	3.18	3.30	3.72	4.07
Other Services & Operations	0.31	1.89	1.53	2.09	2.14	2.45	2.60
Subtotal Support Services	**69.93**	**77.49**	**84.05**	**92.77**	**100.52**	**99.12**	**108.79**
Total General Fund Expenditures(2)	**$177.36**	**$210.24**	**$233.67**	**$259.72**	**$264.25**	**258.69**	**267.46**
Expenditure per ADA							
Current Dollars	$2,508	$4,113	$4,428	$4,659	$4,538		
1979 Dollars	$2,508	$2,680	$2,753	$2,754	$2,502		
Expenditure per FTE							
Current Dollars		$3,458	$3,713	$3,958	$3,876	$3,620	$3,834
1987 Dollars		$3,458	$3,543	$3,591	$3,281	$2,997	$3,065
			Percentages				
Instruction	49.4%	48.6%	49.5%	51.8%	48.1%	50.1%	46.0%
Instructional Support	3.7	3.3	3.0	2.9	2.6	2.7	2.8
Subtotal Instruction	**53.2**	**51.9**	**52.6**	**54.7**	**50.6**	**52.7**	**48.8**
Instructional Admin.(1)	4.1	8.4	8.2	6.5	7.8	5.7	6.7
Planning & Policy Making	3.3	2.8	3.3	3.1	3.5	3.2	3.9
Subtotal Administration	**7.4**	**11.2**	**11.5**	**9.6**	**11.3**	**8.9**	**10.6**
Admissions & Records	1.8	2.9	2.7	2.5	2.5	2.4	2.4
Counseling	3.9	3.9	4.2	4.3	4.4	4.5	4.6
Student Services	5.2	5.6	5.1	5.0	5.5	5.6	6.0
Physical Plant	12.4	12.1	11.2	11.4	11.5	12.3	12.7
Gen. Institutional Support	14.0	10.1	11.2	10.5	12.0	11.1	12.5
Community Services	1.8	1.4	1.0	1.2	1.2	1.4	1.5
Other Services & Operations	0.2	0.9	0.7	0.8	0.8	0.9	1.0
Subtotal Support Services	**39.4**	**36.9**	**36.0**	**35.7**	**38.0**	**38.3**	**40.7**
Total General Fund Expenditures	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0**

Source: Annual Financial and Budget Report to the California Community Colleges (CCFS-311), 1979-80 -- through 1992-93.

(1) Department chairs have been reported under Instructional Administration since 1984-85, with the exception of 1989-90, when they were reported under Instruction.

(2) Differs from amount available in Table 30 due to the exclusion of transfers to special funds.

BASIC PROGRAM EXPENDITURES BY LOCATION

The Basic Program does not include categorical funding from agencies outside the District; it does include Instructional Television and the administrative costs of the Central Financial Aid Unit. With these restrictions, the total districtwide figure here is somewhat smaller than the total General Fund expenditure figure in Table 31. Department chairs, formerly included in the regular faculty, are listed between faculty and administrators. Employee benefits are actually charged to a single account with a District Office location. Benefits for all District employees have in most years represented about half of District Office expenditures.

TABLE 32

BASIC PROGRAM EXPENDITURES BY LOCATION, 1992-93

(Millions of Dollars)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Office	District Total
Certificated Salaries											
Teaching,regular assignment	9.65	7.85	5.45	2.55	10.74	2.99	8.04	9.45	4.02	0.00	60.73
Teaching, hourly assignment	2.56	1.93	1.25	1.33	2.38	1.07	2.74	1.99	1.49	0.00	16.75
Department Chairs	0.63	0.63	0.37	0.29	0.88	0.29	0.47	0.63	0.30	0.00	4.50
Certificated Administrators	0.75	0.74	0.54	0.53	0.78	0.50	1.17	0.76	0.49	1.21	7.47
Other Certificated	0.90	0.63	0.70	0.54	0.99	0.57	0.53	1.19	0.70	0.00	6.76
Noncertificated Salaries											
Instructional Aides	0.93	0.63	0.46	0.22	0.85	0.39	0.67	0.70	0.35	0.00	5.19
Noninstructional Employees	5.42	4.31	3.24	2.77	4.83	2.77	5.08	5.18	3.03	8.39	45.02
Employee Benefits										16.35	16.35
Subt. Personnel Costs	20.84	16.71	12.01	8.23	21.45	8.57	18.69	19.90	10.40	25.95	162.77
Books & Supplies	0.40	0.45	0.28	0.25	0.61	0.20	0.63	0.62	0.19	0.34	3.96
Operating Expenses of Plant	1.62	1.50	0.89	0.70	1.63	1.10	1.32	0.94	1.00	2.75	13.45
Subt. Support Costs	2.03	1.95	1.16	0.95	2.24	1.29	1.95	1.56	1.19	3.09	17.42
Other Outgo (1)	0.47	0.26	0.13	0.12	0.15	0.10	0.28	0.21	0.15	3.58	5.45
Total Location Expenditures	23.34	18.92	13.31	9.31	23.85	9.97	20.93	21.67	11.74	32.62	185.63
					Percentages						
Certificated Salaries											
Teaching,regular assignment	41.4%	41.5%	40.9%	27.4%	45.0%	30.0%	38.4%	43.6%	34.3%	0.0%	32.7%
Teaching, hourly assignment	11.0	10.2	9.4	14.3	10.0	10.7	13.1	9.2	12.7	0.0	9.0
Department Chairs	2.7	3.3	2.8	3.2	3.7	2.9	2.3	2.9	2.6	0.0	2.4
Certificated Administrators	3.2	3.9	4.1	5.7	3.3	5.0	5.6	3.5	4.2	3.7	4.0
Other Certificated	3.9	3.3	5.3	5.8	4.2	5.7	2.5	5.5	6.0	0.0	3.6
Noncertificated Salaries											
Instructional Aides	4.0	3.3	3.4	2.3	3.6	3.9	3.2	3.2	3.0	0.0	2.8
Noninstructional Employees	23.2	22.8	24.3	29.7	20.3	27.8	24.3	23.9	25.8	25.7	24.3
Employee Benefits	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.1	8.8
Subtotal Personnel Costs	89.3	88.3	90.2	88.5	90.0	86.0	89.3	91.8	88.6	79.6	87.7
Books & Supplies	1.7	2.4	2.1	2.7	2.6	2.0	3.0	2.8	1.6	1.0	2.1
Operating Expenses of Plant	7.0	7.9	6.7	7.6	6.8	11.0	6.3	4.4	8.5	8.4	7.2
Subtotal Support Costs	8.7	10.3	8.7	10.2	9.4	13.0	9.3	7.2	10.2	9.5	9.4
Other Outgo (1)	2.0	1.4	1.0	1.3	0.6	1.0	1.3	1.0	1.2	11.0	2.9
Total Location Expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Budget Branch, Business Services Division. Includes Program 100 expenditures only, except as noted.

Note: Employee Benefits are charged to a single Districtwide account, and not to individual colleges. District Office expenditures include Districtwide interfund transfers and the Central Financial Aid administrative Unit.

(1) Includes transfers to accounts outside Program 100.

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SPECIAL PURPOSE EXPENDITURES

This table covers programs that are not included in Program 100, but are nonetheless important components of regular college operations. The Cafeteria, Bookstore and Community Services obtain most of their income from fees and sales revenue. Instructional Television and International Education have been administered directly from the District Educational Services Division, but WSCH generated by International Education is credited to Los Angeles City College. Disabled Students Programs and Services was formerly included in this table; it has been moved to the more appropriate Special Student Services expenditure table, where it is broken out by college.

TABLE 33

SPECIAL PURPOSE EXPENDITURES BY ACCOUNT

1981-82 THROUGH 1992-93

(Thousands of Dollars)

Objects	Bookstore	Cafeteria(2)	Child Development Centers	Community Services(3)	Instructional Television(2)	International Education(2)	Total
Salaries and Benefits							
1981-82	$1,870.8	$1,842.2	$1,513.9	$3,505.5	$408.4	$126.6	$9,267.4
1985-86	2,020.2	1,262.0	1,508.1	1,778.5	345.6	158.6	7,073.0
1986-87	1,831.5	1,206.8	1,507.4	1,554.6	342.9	153.6	6,596.8
1987-88	2,104.7	1,265.3	1,718.7	1,672.8	320.1	231.6	7,313.2
1988-89	2,392.3	1,328.4	1,878.6	1,621.4	382.9	319.8	7,923.4
1989-90	2,790.4	1,989.0	2,251.2	1,891.7	388.8	375.9	9,687.0
1990-91	3,116.5	1,915.2	2,284.4	2,154.1	391.4	343.8	10,205.3
1991-92	3,245.7	1,878.6	2,648.6	2,363.0	380.8	329.9	10,846.5
1992-93	3,231.7	1,207.0	2,191.1	2,234.5	439.6	350.3	9,654.1
Other (1)							
1981-82	$8,364.6	$2,287.0	$175.7	$649.5	$244.0	$12.6	$11,733.4
1985-86	7,824.0	1,211.4	34.4	1,114.2	197.4	16.1	10,397.5
1986-87	9,913.5	1,285.0	31.9	774.4	158.8	17.4	12,181.0
1987-88	10,857.1	1,579.3	58.5	812.2	179.9	35.2	13,522.2
1988-89	11,850.3	1,386.4	59.1	828.0	192.3	73.9	14,390.0
1989-90	13,355.6	1,339.1	69.1	1,051.3	198.1	72.5	16,085.8
1990-91	13,697.1	1,304.4	62.7	1,142.9	170.7	36.9	16,414.7
1991-92	15,163.2	1,335.7	214.9	1,356.6	182.1	64.3	18,316.9
1992-93	14,882.0	1,054.7	175.6	1,587.1	234.4	29.3	17,963.1
Total Expenditures							
1981-82	$10,235.4	$4,129.2	$1,689.6	$4,155.0	$652.4	$139.2	$21,000.8
1985-86	9,844.2	2,473.4	1,542.5	2,892.7	543.0	174.7	17,470.5
1986-87	11,745.0	2,491.8	1,539.3	2,329.0	501.7	171.0	18,777.8
1987-88	12,961.8	2,844.6	1,777.2	2,485.0	500.0	266.8	20,835.4
1988-89	14,242.6	2,714.8	1,937.7	2,449.4	575.2	393.7	22,313.4
1989-90	16,146.0	3,328.1	2,320.3	2,943.1	586.9	448.4	25,772.8
1990-91	16,813.6	3,219.6	2,347.1	3,297.0	562.2	380.7	26,620.1
1991-92	18,408.9	3,214.4	2,863.5	3,719.6	562.9	394.2	29,163.4
1992-93	18,113.7	2,261.7	2,366.8	3,821.5	673.9	379.6	27,617.2

Source: Accounting by Object reports 3010-001 (Summary of Selected Programs), and Budget Branch, Business Services Division.

(1) "Other" includes books and supplies, operating expenses, and sites, buildings and equipment.

(2) Fringe benefits not charged to program.

SPECIAL STUDENT SERVICE EXPENDITURES

This table covers major areas of categorical funding that are student-service oriented but not vocational. Financial Aid grants are dispensed by offices at the colleges, and are from both federal (Pell) and State (Cal Grant, Work Study) sources. EOPS furnishes grants, specialized counseling and tutoring to special categories of disadvantaged students, and is overseen and funded by the State. Administrative costs for both these programs are borne by the District, and are included along with grants in these figures. Administration of Disabled Students Programs and Services (DSPS) is funded by the State, but the District must contribute an amount equal to the FTES reimbursement earned by the program. DSPS provides specialized counseling and instruction to aid disabled students in their classroom work, as well as services like notetaking, reading, and tutoring as needed. The Matriculation program is designed to enhance student success through testing, guidance and counseling.

Also listed here is Special Project Grants, an anomalous category meant to include non-vocational grants obtained by the colleges from various sources. In 1992-93 they included: the California Community Colleges Board of Governors and State Chancellor's Office; the California State Department of Education; the California Community College Foundation; the U.S. Departments of Agriculture, Education, and Health and Human Services; the City of Los Angeles Community Development Department; the National Science Foundation; The Metropolitan Life Foundations; the National Collegiate Athletic Association; and others. They include Title III grants but not Amnesty or Matriculation funding.

TABLE 34

SPECIAL STUDENT SERVICES EXPENDITURES AND PROJECT GRANTS BY COLLEGE, 1978-79 THROUGH 1992-93

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District (1)
Financial Aid										
1978-79	2,280.9	1,059.4	328.4	171.5	538.9	1,212.1	2,738.2	599.6	786.6	9,715.6
1980-81	2,416.6	1,381.5	408.1	167.5	605.4	1,589.4	2,142.5	692.5	834.2	10,237.6
1985-86	1,719.0	1,116.8	385.4	168.7	668.7	814.6	1,456.8	637.9	471.3	7,439.2
1987-88	2,391.8	1,259.9	613.2	260.8	1,076.4	845.5	2,142.0	774.9	620.2	9,984.7
1988-89	2,072.2	1,686.8	639.2	304.8	879.0	900.5	2,072.5	797.7	585.6	9,932.3
1989-90	2,588.1	1,916.1	714.1	299.8	916.2	1,206.6	2,100.5	890.9	724.1	11,356.4
1990-91	3,035.2	1,643.6	766.3	296.9	767.5	1,145.3	2,055.4	846.2	647.7	11,204.1
1991-92	4,716.8	2,472.9	1,529.8	470.5	1,780.9	1,676.8	3,112.9	1,752.2	1,114.1	18,626.9
1992-93	5,580.5	3,196.1	1,612.8	611.6	2,107.4	1,745.7	3,962.9	2,119.5	1,330.5	22,267.1
Extended Opportunity Programs and Services (EOPS)										
1978-79	423.4	348.3	181.3	139.5	147.4	399.6	365.9	133.2	291.5	2,430.0
1980-81	786.3	377.2	198.0	154.3	153.0	590.0	416.5	286.5	386.2	3,348.0
1985-86	870.3	414.8	151.4	190.2	176.8	515.7	472.6	266.6	280.8	3,339.2
1987-88	719.4	402.7	158.0	193.4	192.7	558.2	465.0	259.2	308.8	3,257.4
1988-89	744.7	401.0	151.0	192.1	158.5	566.1	446.0	269.3	314.0	3,242.6
1989-90	848.2	403.7	167.5	209.8	210.9	539.7	472.3	245.7	328.2	3,426.1
1990-91	747.0	350.8	124.8	154.7	144.7	491.0	313.8	209.9	244.8	2,781.5
1991-92	732.3	301.0	139.9	155.3	136.7	439.9	305.1	217.8	261.2	2,689.3
1992-93	1,043.5	424.9	242.6	285.1	283.5	542.9	450.2	353.0	285.1	3,911.0
Disabled Students Programs and Services										
1987-88	394.1	188.3	135.5	154.0	376.7	149.0	316.8	205.4	118.5	2,150.4
1988-89	338.5	218.6	163.5	157.5	441.6	163.9	352.2	249.5	151.6	2,295.1
1989-90	382.6	229.2	167.6	178.9	492.3	169.1	393.4	313.1	160.9	2,493.3
1990-91	408.4	198.7	186.8	191.2	435.5	158.5	383.8	323.5	163.6	2,456.2
1991-92	434.1	186.4	243.7	215.6	412.2	175.4	348.3	323.3	149.1	2,689.3
1992-93	520.7	202.1	208.2	188.7	463.0	178.5	353.0	374.4	165.5	2,654.1
Matriculation										
1989-90	444.9	432.3	277.1	171.1	554.2	282.8	402.5	489.3	517.5	3,601.1
1990-91	611.1	438.6	316.4	190.2	582.9	209.0	510.4	581.5	488.4	4,030.5
1991-92	536.7	407.3	262.1	197.0	528.9	251.9	428.8	529.9	355.2	3,586.0
1992-93	574.6	365.8	288.2	239.8	571.4	281.5	439.6	577.4	354.2	3,793.2
Special Project Grants										
1978-79	58.8	639.6	311.0	43.0	28.4	64.0	33.4	137.3	0.0	1,315.6
1980-81	71.3	1,054.1	117.4	223.9	45.3	64.7	122.7	217.2	28.5	1,945.1
1985-86	265.2	1,210.2	191.5	18.8	14.4	516.9	3.0	9.0	35.1	2,264.1
1987-88	331.1	1,151.6	28.8	88.8	13.2	709.8	3.5	17.6	251.8	2,599.9
1988-89	1,005.8	1,403.5	68.1	243.1	55.2	676.2	32.4	5.5	182.8	3,693.1
1989-90	651.4	2,192.0	12.5	161.5	6.7	1,252.7	107.5	20.8	99.8	4,575.6
1990-91	911.3	815.6	48.5	400.2	0.0	1,036.7	183.2	0.0	873.9	4,476.0
1991-92	1,536.8	1,308.8	67.5	846.5	555.1	1,282.0	707.9	66.4	757.9	7,331.5
1992-93	683.3	1,158.1	522.5	698.3	543.5	1,541.0	513.2	134.5	791.0	7,277.5

Source: In the past, data was provided by various sources within the Los Angeles Community Colleges; currently, figures are supplied by the Budget Branch, Business Services Division. In the categories of Financial Aid and EOP&S the funding agencies determine college and central administrative office allocations, and, in the case of EOP&S,the college allocations.

(1) District totals may include expenditures located at the District Office, as well as grants administered directly by the Office of Occupational and Technical Education, Educational Services Division.

SPECIAL VOCATIONAL FUNDS BY LOCATION

All the funds included in this table go to support vocationally-oriented student services or instructional programs. Most of the funding is federal in origin, but is awarded and audited through state and local agencies. Some colleges apply for grants on an individual basis, but since 1978-79 over 80% of all vocational funds have been received and awarded through the District Educational Services Division. The amounts listed are those awarded by the funding agencies during the fiscal year. They do not represent expenditures, or funds available at the beginning of the year, since some grants are meant to be spent over a span of several years.

Employment training funds give support to programs that provide on-the-job training in occupational fields. They are awarded on a yearly basis, and administered in close collaboration with local agencies or private industry. Currently, the greatest share comes from the federal Job Training Partnership Act (JTPA), whose funding is obtained through the State Chancellor's Office. Another major source is excess costs funds, obtained through the State Department of Finance to supplement JTPA. These funds are mostly distributed by the District, but colleges obtain some JTPA grants directly. Funds from the Employment Training Panel (ETP) and Employment Based Training (EBT), both State programs, are dispensed directly to colleges by the State Chancellor's Office.

Until 1991-92, federal vocational funds were awarded under the Vocational Education Act (VEA); beginning in 1991, they have been administered under the Vocational and Technical Education Act (VATEA). All but a small fraction of these monies are alloted to the District by the State Chancellor's Office. They are allocated and distributed by the Office of Occupational and Technical Education according to formulas applied to various special student categories (i.e., handicapped, disadvantaged, single parents, etc.). These groups are delineated at the District level according to guidelines developed for the State Vocational Education Data System (VEDS). Since the passage of the Perkins VATEA Act in 1990, the emphasis in federal vocational funding has shifted from specialized student services to support of vocational\technical instructional programs enrolling members of special populations in significant proportions.

TABLE 35

SPECIAL VOCATIONAL EDUCATION FUNDS AWARDED BY LOCATION

1978-79 THROUGH 1992-93

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Employment Training (1)											
1978-79	$235.0	$2.0	$1.0	$0.8	$2.5	$1.3	$0.0	$1.0	$5.0	$0.0	$248.5
1980-81	247.5	1.8	91.7	1.2	3.0	1.5	1.2	155.6	2.7	0.0	506.2
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	196.0	200.0	486.5	2,244.6
1987-88	324.5	230.2	176.0	0.0	0.0	251.4	0.0	0.0	0.0	0.0	982.1
1988-89	403.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,586.7	4,486.4
1989-90	279.6	85.2	80.0	580.0	0.0	20.0	0.0	3.0	0.0	1,884.9	2,932.8
1990-91	0.0	62.0	50.0	173.4	0.0	1,138.9	0.0	0.0	1.7	2,271.0	3,696.9
1991-92	161.5	47.6	68.5	120.0	0.0	165.0	0.0	0.0	761.4	900.6	2,224.4
1992-93	0.0	0.0	73.5	406.7	12.3	0.0	1,016.4	0.0	317.9	50.2	1,877.0
Vocational Education Act - Special Project Grants (2), and state and private sector vocational grants											
1978-79	$60.0	$0.0	$5.5	$0.0	$66.0	$0.0	$0.0	$0.0	$0.0	$0.0	$131.4
1980-81	14.1	0.0	65.0	0.0	200.0	0.0	0.0	25.0	0.0	0.0	304.1
1985-86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1986-87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9	0.0	0.0	4.9
1987-88	24.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	67.0	97.7
1988-89	83.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	229.0	312.0
1989-90	0.0	0.0	78.0	24.3	32.6	0.0	25.0	0.0	0.0	110.3	270.1
1990-91	160.0	0.0	0.0	0.0	0.0	0.0	120.2	0.0	183.8	225.4	689.4
1991-92	0.0	0.0	183.4	54.8	95.0	50.0	5.0	50.0	47.2	48.6	534.0
1992-93	55.5	230.2	14.8	100.3	0.0	1,642.1	1,787.1	0.0	77.2	376.3	4,283.5
Total Direct Awards											
1978-79	$295.0	$2.0	$6.5	$0.8	$68.5	$1.3	$0.0	$1.0	$5.0	$0.0	$380.0
1980-81	261.6	1.8	156.7	1.2	203.0	1.5	1.2	180.6	2.7	0.0	810.2
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	200.9	200.0	486.5	2,249.5
1987-88	348.5	230.2	176.0	0.0	6.7	251.4	0.0	0.0	0.0	67.0	1,079.8
1988-89	486.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,815.7	4,798.4
1989-90	279.6	85.2	158.0	604.3	32.6	20.0	25.0	3.0	0.0	1,995.2	3,202.9
1990-91	160.0	62.0	50.0	173.4	0.0	1,138.9	120.2	0.0	185.5	2,496.4	4,386.3
1991-92	161.5	47.6	251.9	174.8	95.0	215.0	5.0	50.0	808.6	949.2	2,758.5
1992-93	55.5	230.2	88.3	507.0	12.3	1,642.1	2,803.5	0.0	395.1	426.6	6,160.5
Funds Allocated by the District (Perkins Vocational Education Act and Previous VEA Funding)											
1978-79	$277.4	$277.0	$230.4	$202.0	$424.3	$236.8	$660.9	$322.6	$248.4	$388.9	$3,268.8
1980-81	318.0	255.7	232.1	176.2	300.7	208.9	597.0	238.9	241.2	749.1	3,317.8
1985-86	355.5	224.8	207.6	153.2	381.9	219.6	604.8	289.6	161.5	631.5	3,230.0
1986-87	381.5	278.3	194.6	141.2	327.5	151.5	637.1	324.7	208.1	454.1	3,098.6
1987-88	432.7	332.7	208.1	139.5	356.9	175.8	725.2	342.7	225.9	516.5	3,456.0
1988-89	462.8	349.1	224.3	163.2	368.1	195.2	753.9	379.0	254.1	340.3	3,490.0
1989-90	432.5	325.9	210.9	148.3	350.1	182.9	715.3	345.2	243.7	304.9	3,259.7
1990-91	405.6	321.9	237.4	147.9	326.8	189.4	831.8	345.1	265.1	308.1	3,379.1
1991-92	467.4	364.4	194.8	154.7	273.9	270.6	510.7	284.8	229.4	144.8	2,895.5
1992-93	673.1	534.9	267.9	238.2	374.1	436.5	761.3	485.0	392.8	189.4	4,353.3

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TABLE 35 (Continued)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Grand Total											
1978-79	$572.4	$279.0	$236.8	$202.7	$492.8	$238.1	$660.9	$323.6	$253.4	$388.9	$3,648.8
1980-81	579.6	257.5	388.8	177.4	503.7	210.4	598.2	419.5	243.9	749.1	4,128.0
1985-86	841.8	228.4	337.6	154.0	384.3	261.1	608.4	290.8	163.9	693.5	3,963.8
1986-87	1,184.2	309.4	250.6	141.2	604.4	236.2	747.8	525.6	408.1	940.6	5,348.1
1987-88	781.2	562.9	384.1	139.5	363.6	427.2	725.2	342.7	225.9	583.5	4,535.8
1988-89	949.0	349.1	270.4	243.2	441.2	195.2	828.5	379.0	476.8	4,156.0	8,288.4
1989-90	712.1	411.1	368.9	752.6	382.7	202.9	740.3	348.2	243.7	2,300.1	6,462.6
1990-91	565.6	383.9	287.4	321.3	326.8	1,328.3	952.0	345.1	450.6	2,804.5	7,765.4
1991-92	628.9	412.0	446.7	329.5	368.9	485.6	515.7	334.8	1,038.0	1,094.0	5,654.0
1992-93	728.6	765.1	356.3	745.2	386.3	2,078.7	3,564.8	485.0	787.9	615.9	10,513.8

Sources: Office of Occupational and Technical Education, Los Angeles Community College Distirct. For the awards totaled here the funding agencies determine college and central administrative office allocations. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program began.

(1) Includes Comprehensive Employment Training Act (CETA) prior to 1983-84, the Joint Training Partnership Act (JTPA), California Worksite Education and Training Act (CWETA) awards from 1980-81 through 1982-83,the Employment Training Panel (ETP), and the Employment Based Training Program, California Community Colleges (EBT was Investment in People or IIP until 1983-84). Also includes job training portions of GAIN, Second Start and miscellaneous employment-based funding.

(2) VEA Subparts 2 through 5, 1978-79 through 1985-86 and Vocational Education Special Project Grants.

PERSONNEL DISTRIBUTION

Federal and state civil rights legislation require the District to maintain continuing commitment to affirmative action personnel policies. All colleges and the District Office have established percentage goals for each employee category to make ethnic and gender distributions more closely reflect those in the service area population. These goals, designated as benchmarks, were first established in 1982. They have recently been updated to reflect changes in the ethnicity of the Los Angeles area population, as recorded in the 1990 census. Benchmarks for Asians, Blacks, Hispanics and women in their respective job category are listed in Table 36.1. The percentages listed for each fiscal year represent personnel distribution as of the fourth pay period of the fiscal year, which is in October. Data from this pay period is used to generate the annual District Affirmative Action Report.

TABLE 36.1

PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, SEX AND ETHNICITY, 1980 THROUGH 1993

(Percentages)

Category	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
Executive/Administrative/Managerial														
Benchmark	8.5%		13.3%		21.4%				2.7%		49.1%			
1980-81	6.3	0.8	11.8	8.7	7.9	0.8	50.8	12.6	0.0	0.4	23.2	36.6	100.0	254
1985-86	4.9	1.2	13.0	11.1	13.0	1.9	39.5	14.2	0.6	0.6	29.0	46.3	100.0	166
1988-89	6.5	0.6	13.0	9.1	14.9	1.9	39.0	14.3	0.0	0.6	26.6	46.8	100.0	154
1989-90	6.8	0.7	11.0	10.3	13.7	2.7	39.0	15.1	0.0	0.7	29.5	45.9	100.0	146
1990-91	6.0	0.7	10.7	11.4	13.4	2.7	39.6	14.8	0.0	0.7	30.2	45.6	100.0	149
1991-92	7.7	0.8	10.8	11.5	12.3	2.3	39.2	14.6	0.0	0.8	30.0	46.2	100.0	130
1992-93	8.5	1.4	9.9	12.1	10.6	4.3	34.0	18.4	0.0	0.7	36.9	47.5	100.0	141
1993-94	6.5	1.4	10.1	13.0	10.9	3.6	36.2	17.4	0.0	0.7	36.2	46.4	100.0	138
Faculty/Instructors														
Benchmark	7.9%		11.6%		21.3%				2.7%		49.6%			
Full-Time														
1980-81	2.0	2.4	3.7	5.3	4.8	2.9	49.9	29.1	0.2	0.0	39.5	21.0	100.0	2,145
1985-86	2.6	2.8	4.9	6.3	5.0	2.1	48.0	28.2	0.1	0.1	40.6	25.2	100.0	1,916
1988-89	2.9	3.0	5.1	6.6	5.0	3.9	45.4	27.9	0.1	0.1	41.5	26.7	100.0	1,876
1989-90	3.4	3.0	5.3	6.6	5.7	4.1	44.2	27.6	0.1	0.1	41.5	28.2	100.0	1,820
1990-91	3.1	3.2	5.5	6.5	5.7	4.3	44.2	27.2	0.1	0.2	41.3	28.5	100.0	1,775
1991-92	3.2	3.3	5.5	6.6	5.6	4.3	43.4	27.7	0.2	0.2	42.2	28.9	100.0	1,734
1992-93	3.3	3.2	5.7	6.3	6.2	4.6	42.2	28.0	0.3	0.2	42.3	29.8	100.0	1,716
1993-94	3.3	3.2	5.5	6.9	6.3	4.8	42.4	27.2	0.3	0.2	42.2	30.4	100.0	1,629
Hourly														
1980-81	3.0	1.6	7.6	4.8	4.7	2.0	54.6	20.9	0.2	0.3	29.5	24.4	100.0	1,925
1985-86	4.2	1.6	6.9	4.0	4.7	4.0	51.4	23.0	0.1	0.1	40.6	25.2	100.0	1,512
1988-89	4.0	2.5	6.7	4.1	5.6	3.7	47.3	25.4	0.2	0.4	36.2	27.3	100.0	1,845
1989-90	4.6	2.8	6.6	4.5	5.2	2.9	48.6	24.2	0.2	0.3	34.7	27.1	100.0	1,881
1990-91	5.2	3.1	6.3	4.5	5.2	3.5	47.5	24.3	0.1	0.3	35.8	28.2	100.0	1,796
1991-92	5.1	3.3	6.4	4.5	5.4	3.2	47.3	24.4	0.3	0.4	35.5	28.4	100.0	1,792
1992-93	5.1	3.2	6.0	4.2	6.2	2.8	47.2	24.9	0.2	0.4	35.4	27.9	100.0	1,707
1993-94	5.4	3.8	6.1	5.4	6.0	3.1	44.9	24.7	0.1	0.5	37.5	30.4	100.0	1,685
Professional/Non-Faculty														
Benchmark	9.3%		11.9%		21.7%				2.7%		47.5%			
1980-81	11.9	9.4	5.0	0.6	2.5	1.3	40.3	28.3	0.0	0.6	40.3	31.4	100.0	159
1985-86	11.8	12.4	7.5	3.1	4.3	2.5	31.1	27.3	0.0	0.0	45.3	41.6	100.0	175
1988-89	11.4	13.9	7.9	8.9	4.5	2.0	25.2	26.2	0.0	0.0	51.0	48.5	100.0	202
1989-90	13.6	15.1	8.0	7.0	4.0	3.0	24.1	25.1	0.0	0.0	50.3	50.8	100.0	199
1990-91	13.4	13.4	8.6	8.1	4.3	3.8	23.0	25.4	0.0	0.0	50.7	51.7	100.0	209
1991-92	12.6	14.9	9.3	9.3	3.7	3.7	21.9	24.7	0.0	0.0	52.6	53.5	100.0	215
1992-93	12.4	14.3	9.2	9.7	3.7	3.7	22.1	24.9	0.0	0.0	52.5	53.0	100.0	217
1993-94	11.3	14.7	9.7	10.5	4.2	4.6	19.7	25.2	0.0	0.0	55.0	55.0	100.0	238
Secretarial/Clerical														
Benchmark	8.4%		13.8%		24.9%				2.7%		59.1%			
1980-81	1.9	10.2	5.7	23.2	2.9	9.6	6.4	39.4	0.3	0.5	85.2	53.2	100.0	1,388
1985-86	2.2	11.8	4.1	23.5	4.0	10.6	6.2	36.3	0.2	1.1	83.3	57.6	100.0	939
1988-89	4.5	11.7	5.2	22.4	3.3	14.2	5.7	32.2	0.2	0.6	81.0	62.1	100.0	1,107
1989-90	5.2	12.5	5.5	21.5	4.2	15.0	5.6	29.9	0.1	0.6	79.5	64.5	100.0	1,222
1990-91	3.8	12.9	5.0	20.8	4.7	16.1	6.0	29.8	0.3	0.6	80.2	64.2	100.0	1,180
1991-92	4.8	12.6	5.3	20.2	4.3	15.9	6.3	29.8	0.3	0.6	79.1	63.9	100.0	1,165
1992-93	5.4	13.2	5.9	20.3	3.6	14.8	5.9	30.0	0.3	0.7	78.9	64.2	100.0	1,155
1993-94	5.1	13.8	4.7	21.2	4.0	15.4	6.5	28.7	0.2	0.4	79.6	64.9	100.0	1,130

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TABLE 36.1 (Cont.)

Category	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
Technical/Paraprofessional														
Benchmark	9.5%		12.5%		25.1%				2.7%		39.3%			
1980-81	6.9	3.3	8.7	6.9	8.0	3.3	33.7	29.0	0.4	0.0	42.4	37.3	100.0	276
1985-86	8.0	6.8	8.0	6.8	6.3	1.7	29.5	31.6	0.4	0.8	47.7	38.8	100.0	248
1988-89	10.0	9.3	8.2	6.0	7.8	3.2	29.2	26.0	0.0	0.4	44.8	44.8	100.0	281
1989-90	9.9	8.0	9.1	5.5	8.4	2.9	28.1	27.4	0.0	0.7	44.5	44.5	100.0	274
1990-91	10.8	8.2	7.2	7.2	7.9	2.2	30.1	26.2	0.0	0.4	44.1	43.7	100.0	279
1991-92	10.8	8.6	7.5	6.0	9.3	1.1	29.9	26.9	0.0	0.0	42.5	43.3	100.0	268
1992-93	9.8	7.7	9.1	6.0	8.4	2.5	31.2	24.2	0.4	0.7	41.1	44.6	100.0	285
1993-94	10.1	6.7	9.0	6.0	10.5	2.2	31.1	24.0	0.0	0.4	39.3	44.9	100.0	267
Skilled Crafts														
Benchmark	7.6%		12.4%		28.6%				2.7%		33.9%			
1980-81	6.5	0.0	8.1	0.0	12.2	0.0	71.5	0.0	1.6	0.0	0.0	28.5	100.0	123
1985-86	3.5	0.0	11.8	0.0	17.6	0.0	65.9	0.0	1.2	0.0	0.0	34.1	100.0	89
1988-89	3.2	0.0	9.7	0.0	21.5	0.0	64.5	0.0	1.1	0.0	0.0	35.5	100.0	93
1989-90	3.0	0.0	9.0	1.0	20.0	0.0	66.0	0.0	1.0	0.0	1.0	34.0	100.0	100
1990-91	3.3	0.0	9.9	0.0	22.0	0.0	63.7	0.0	1.1	0.0	0.0	36.3	100.0	91
1991-92	3.9	0.0	7.8	0.0	17.6	0.0	68.6	0.0	2.0	0.0	0.0	31.4	100.0	102
1992-93	3.9	0.0	9.7	0.0	17.5	0.0	68.0	0.0	1.0	0.0	0.0	32.0	100.0	103
1993-94	4.1	0.0	9.2	0.0	18.4	0.0	68.4	0.0	0.0	0.0	0.0	31.6	100.0	98
Service/Maintenance														
Benchmark	8.6%		15.4%		31.2%				2.7%		33.5%			
1980-81	2.1	0.9	33.7	13.1	7.3	2.3	28.3	11.7	0.5	0.1	28.1	60.0	100.0	887
1985-86	2.3	0.6	34.9	12.5	10.7	2.1	28.0	9.0	0.0	0.0	24.2	63.0	100.0	716
1988-89	3.9	0.6	36.1	12.1	10.0	3.7	26.4	7.0	0.3	0.0	23.4	66.6	100.0	701
1989-90	3.9	0.5	36.0	12.0	10.3	4.6	26.1	6.2	0.3	0.0	23.4	67.7	100.0	739
1990-91	4.3	0.6	35.7	12.5	11.5	4.6	24.7	5.9	0.3	0.0	23.5	69.4	100.0	680
1991-92	4.1	0.6	37.0	12.3	12.2	4.7	23.3	5.6	0.1	0.0	23.2	71.1	100.0	681
1992-93	4.1	0.4	39.9	12.0	11.8	3.2	23.5	5.0	0.1	0.0	20.6	71.6	100.0	686
1993-94	4.6	0.5	38.9	11.9	12.3	2.8	23.9	4.9	0.2	0.0	20.1	71.2	100.0	632
TOTAL														
1980-81	3.0	3.6	9.4	9.6	5.0	3.6	39.6	25.7	0.3	0.2	42.7	34.7	100.0	7,157
1985-86	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	36.9	100.0	5,761
1988-89	4.3	4.6	9.5	9.3	6.1	5.5	35.5	24.7	0.2	0.3	44.4	39.8	100.0	6,259
1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381
1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	100.0	6,159
1991-92	5.0	5.3	9.6	9.3	6.5	6.0	34.1	23.7	0.2	0.3	44.5	42.1	100.0	6,090
1992-93	5.1	5.3	10.2	9.2	6.6	5.7	33.5	23.9	0.2	0.3	44.4	42.6	100.0	6,010
1993-94	5.1	5.5	9.6	9.9	6.8	6.0	32.8	23.8	0.2	0.3	45.5	43.5	100.0	5,694

Source: DP Report B1842, Workforce Analysis, Office of Affirmative Action. Data are from the October (04) pay period of each fiscal year.

TABLE 36.2

PERSONNEL DISTRIBUTION BY LOCATION, SEX AND ETHNICITY, 1986 - 1993

(Percentages)

College & Year	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
City														
1989-90	7.5	6.7	9.7	11.5	5.5	2.9	35.0	20.9	0.1	0.2	42.3	44.1	100.0	963
1990-91	6.9	6.6	9.1	11.3	5.7	3.4	36.2	20.3	0.1	0.2	41.9	43.4	100.0	875
1991-92	7.3	7.6	9.5	11.2	5.2	3.8	35.2	19.7	0.3	0.1	42.5	45.0	100.0	866
1992-93	7.5	7.6	10.6	10.6	5.9	3.9	33.6	19.6	0.3	0.2	42.0	46.8	100.0	866
1993-94	7.1	7.3	9.8	11.2	6.0	3.6	34.6	19.9	0.1	0.4	42.3	45.5	100.0	784
1990 SAP	13.7%		5%		35.3%		43.6%		2.4%			56.4%		
East														
1989-90	6.4	7.6	5.4	3.3	15.0	14.3	31.5	16.1	0.3	0.1	41.4	52.5	100.0	734
1990-91	8.5	7.9	5.4	2.9	15.6	13.6	30.6	14.8	0.1	0.4	39.7	54.6	100.0	755
1991-92	7.4	8.6	6.2	3.1	15.5	12.8	30.7	15.2	0.1	0.4	40.1	54.1	100.0	678
1992-93	8.0	7.6	6.2	3.0	15.8	12.1	30.3	16.5	0.0	0.5	39.7	53.2	100.0	660
1993-94	9.0	7.3	5.9	3.8	14.6	11.7	31.9	15.3	0.2	0.3	38.4	52.7	100.0	658
1990 SAP	8.2%		9%		70.5%		19.6%		8%			80.4%		
Harbor														
1989-90	4.4	5.7	9.1	5.9	3.6	7.0	36.2	27.9	0.0	0.2	46.7	35.9	100.0	527
1990-91	3.5	6.1	8.6	5.6	3.2	8.4	36.5	27.9	0.0	0.2	48.2	35.6	100.0	537
1991-92	4.0	5.7	8.9	6.1	3.4	7.8	35.4	28.6	0.0	0.2	48.3	36.0	100.0	528
1992-93	3.9	4.7	10.2	6.3	3.5	6.3	34.2	30.7	0.0	0.2	48.3	35.2	100.0	489
1993-94	3.6	6.2	9.8	7.8	3.8	8.0	32.5	28.1	0.0	0.2	50.3	39.4	100.0	449
1990 SAP	9.9%		12.5%		25.9%		50.7%		1%			49.3%		
Mission														
1989-90	1.9	3.5	2.9	3.8	9.2	15.6	30.6	31.5	0.3	0.6	55.1	37.9	100.0	314
1990-91	1.5	3.3	3.3	3.3	8.0	16.0	28.5	35.0	0.3	0.9	58.5	36.5	100.0	337
1991-92	2.0	3.2	2.6	3.2	9.8	13.9	31.8	33.2	0.0	0.3	53.8	35.0	100.0	346
1992-93	3.1	3.4	4.2	3.6	12.0	12.6	30.8	29.7	0.0	0.6	49.9	39.5	100.0	357
1993-94	2.8	4.3	4.5	3.4	11.9	13.6	27.3	31.8	0.0	0.3	53.4	40.9	100.0	352
1990 SAP	4.1%		6.5%		33.1%		55.4%		.9%			44.6%		
Pierce														
1989-90	2.6	2.0	4.2	2.0	2.8	2.8	47.4	35.7	0.1	0.4	42.9	16.9	100.0	899
1990-91	2.8	2.1	4.7	1.8	2.6	2.9	46.7	35.9	0.1	0.4	43.1	17.4	100.0	852
1991-92	3.2	1.8	4.7	2.4	3.2	3.8	44.7	35.8	0.1	0.3	44.1	19.5	100.0	886
1992-93	3.3	2.4	4.6	2.5	3.1	3.4	43.6	36.3	0.3	0.3	45.0	20.1	100.0	904
1993-94	3.5	2.5	4.5	3.5	3.2	3.7	42.0	36.5	0.1	0.5	46.7	21.5	100.0	846
1990 SAP	4.3%		1.6%		10.2%		83.1%		.8%			16.9%		
Southwest														
1989-90	3.6	1.4	27.6	34.7	2.9	1.9	16.9	10.9	0.2	0.0	48.9	72.2	100.0	421
1990-91	3.5	2.3	26.7	34.7	3.7	2.1	16.4	10.3	0.2	0.0	49.4	73.3	100.0	427
1991-92	4.0	2.3	26.2	33.6	3.5	1.9	17.8	10.3	0.5	0.0	48.1	72.0	100.0	428
1992-93	4.2	1.8	27.7	34.2	3.4	3.1	15.9	9.4	0.3	0.0	48.6	74.7	100.0	383
1993-94	4.1	3.0	25.8	35.6	4.1	2.4	14.9	9.8	0.3	0.0	50.8	75.3	100.0	368
1990 SAP	5.8%		65.1%		21%		7.5%		.6%			92.5%		

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TABLE 36.2 (Cont.)

Year	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
Trade-Tech														
1989-90	5.3	4.0	16.3	16.0	8.5	4.0	30.7	15.0	0.1	0.0	39.1	54.2	100.0	804
1990-91	5.1	4.3	15.2	15.2	8.5	4.5	31.6	15.3	0.3	0.0	39.3	53.1	100.0	784
1991-92	5.8	3.9	15.8	14.8	8.7	4.9	29.8	15.8	0.4	0.1	39.5	54.4	100.0	778
1992-93	5.8	4.4	16.1	14.6	8.4	5.0	29.9	15.1	0.5	0.3	39.4	55.0	100.0	800
1993-94	4.9	4.2	15.2	16.2	7.9	5.4	29.4	16.4	0.4	0.0	42.2	54.2	100.0	758
1990 SAP	8.3%		35.3%		47.7%		7.7%		1%			92.3%		
Valley														
1989-90	1.8	2.3	4.6	1.8	5.3	4.8	46.4	32.4	0.1	0.4	41.7	21.1	100.0	829
1990-91	1.4	2.1	4.9	2.3	6.3	4.8	43.5	33.9	0.4	0.4	43.5	22.6	100.0	775
1991-92	1.7	2.6	5.0	2.2	6.1	4.7	43.5	33.6	0.4	0.3	43.4	22.9	100.0	782
1992-93	1.6	3.0	5.9	2.4	5.8	4.2	42.4	33.7	0.5	0.4	43.7	23.9	100.0	792
1993-94	2.3	3.1	5.8	2.1	6.4	4.7	42.0	32.8	0.4	0.4	43.1	25.2	100.0	747
1990 SAP	4.3%		2.1%		20.4%		71.9%		1.3%			28.1%		
West														
1986-87	3.3	3.3	11.4	12.6	1.9	0.9	40.0	25.9	0.5	0.2	43.0	34.1	100.0	428
1989-90	3.6	3.8	15.2	11.1	2.4	2.3	35.1	26.1	0.2	0.4	43.5	38.8	100.0	533
1990-91	3.2	5.0	13.1	12.0	2.6	2.8	36.5	24.7	0.0	0.2	44.6	38.8	100.0	502
1991-92	3.3	4.8	14.0	11.5	2.9	2.3	36.1	24.8	0.0	0.2	43.6	39.0	100.0	479
1992-93	3.8	5.1	15.1	10.7	2.7	1.8	36.5	23.6	0.0	0.7	41.9	39.9	100.0	449
1993-94	4.0	5.0	14.5	12.6	4.0	2.1	33.3	23.5	0.0	1.0	44.2	43.2	100.0	421
1990 SAP	6.6%		20.8%		14.8%		56.4%		1.4%			43.6%		
District Office														
1989-90	12.3	16.8	7.0	16.0	7.3	7.8	16.2	15.7	0.0	0.8	57.1	68.1	100.0	357
1990-91	12.1	17.5	7.0	18.4	6.0	8.3	15.9	14.3	0.0	0.6	59.0	69.8	100.0	315
1991-92	13.3	19.0	7.3	16.5	5.7	8.2	16.5	12.7	0.3	0.6	57.0	70.9	100.0	316
1992-93	11.0	18.4	7.1	18.4	5.8	8.7	16.8	13.2	0.0	0.6	59.4	70.0	100.0	310
1993-94	10.3	19.3	6.4	16.1	6.4	8.7	18.0	14.5	0.0	0.3	58.8	67.5	100.0	311
TOTAL														
1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381
1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	100.0	6,159
1991-92	5.0	5.3	9.6	9.3	6.5	6.0	34.2	23.8	0.2	0.2	44.6	42.1	100.0	6,087
1992-93	5.1	5.3	10.2	9.2	6.6	5.7	33.5	23.9	0.2	0.3	44.4	42.6	100.0	6,010
1993-94	5.1	5.5	9.6	9.9	6.8	6.0	32.8	23.8	0.2	0.3	45.5	43.5	100.0	5,694
1990 SAP	7.6%		14.3%		33.5%		43.4%		1.2%			56.6%		

Source: Data Processing Report B 1842, Office of Affirmative Action Programs and Services.
Note: Data are from the October (04) pay period of each fiscal year. SAP refers to the 1990 college-relevant (18-54) service area population percentage breakdown by ethnicity.